



STUDENTS' PERCEPTION ON UNIVERSITIES IN BANGKOK:
A STUDY OF FIVE UNIVERSITIES OFFERING INTERNATIONAL PROGRAMS

By
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A Thesis submitted in partial fulfillment
of the requirement for the degree of

Master of Business Administration

Graduate School of Business
Assumption University
Bangkok, Thailand
November
2006

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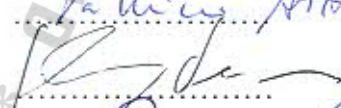
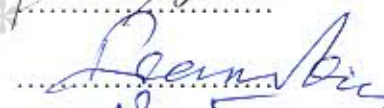
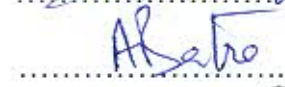
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ABSTRACT

Educational institutions need to understand where they stand and what their strengths against the others are. On this basis, universities should understand students' perception towards the university based on the choice attributes, in other words, the students' perception of the strongest and the weakest attribute of the university. Therefore, the purpose of this research is to examine important university-choice attributes that high school students use in viewing the universities for Bachelor degree program are:

1. To assess the important factors that students in international schools used as the attributes in understanding their perception.
2. To identify the difference between the demographic factors of the students and their perception towards the universities.
3. To identify the relationship between the university-choice attributes and the perception of students toward the listed international universities in Bangkok.

The universities offering international programs that this research focused on were Mahidol University, Assumption University, Chulalongkorn University, Thammasat University and Bangkok University. The result of this study was obtained by conducting a survey with the sample size of 277 respondents. The target population is the international school students in the last year of school who were seeking information on international universities in Bangkok in which they wish to continue their studies. Therefore the methodology used for this research to gather the primary data was a survey, a research technique in which information was gathered from a sample of people by use of a questionnaire. The process of primary data collection took approximately 2 weeks, from June 22, 2006 till the July 2, 2006.

The researcher found out that there is no difference between age and the perception of students towards Mahidol and Chulalongkorn universities. Perhaps because the two are old and well-known institutions, students of all ages saw them as offering the same quality. However, high school students of different age, showed different perception towards the international programs at Assumption, Thammasat and Bangkok universities. This could be because the latter group offers a vast range of programs in English ranging from Engineering to Business Administration. Further

more, the results showed that there is no significant difference between students' gender and their perception towards any of the five universities. However, there is a difference between students' nationality and their perception towards Chulalongkorn and Bangkok universities. That means, students with different nationality have different opinion towards the 2 universities.

All the 6 factors used in the research (reputation of institutions, cost of education, proximity to home, degree including content and structure, physical facilities and family & friends' recommendation) have a positive relationship with all the five international universities in term of students' perception. However, the result also indicated that the relationship between all the university attributes and the students' perception towards the five universities are positively weak or just moderate. The rationale behind this result is that students in Bangkok have access to many more options in terms of international schools and universities as compared to the past.

The researcher recommended that the universities can use one of the three strategies in strengthening the students' perception towards the universities based on the six university attributes; which are; modifying the university, altering perceptions of the university or calling attention to neglected attributes.

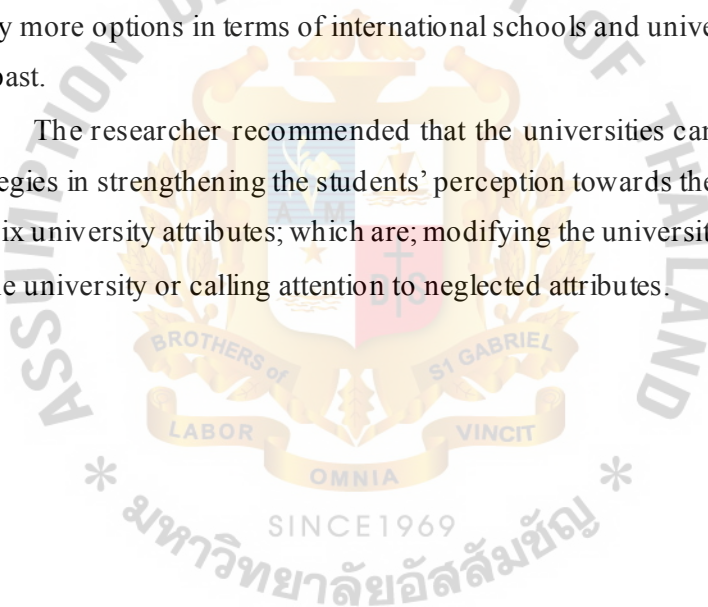


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CHAPTER 1

GENERALITIES OF THE STUDY

1.1 Introduction to the Study

Education reforms have been taking place in a number of countries since the early 1970s (Ginsberg, 1991; Lawson, 1992). Different reasons have been given to explain educational changes, but according to Gordon (1992) the main themes or explanations used by various nations in this process are the issues of accountability, efficiency, and the arrival of monetarist economic policies. The reform of the education sector in Thailand driven by the Ministry of Education supported the concept that education should be viewed as a commodity, like other tradable commodities that can be traded in the market place. It is believed that for educational institutions to achieve efficiency the educational institution must compete for finance and customers (Kelsey, 1993).

In order to compete effectively in the marketplace, an educational institution needs to differentiate itself from the competitors. The use of marketing in this context could be very beneficial to educational institutions, but one major problem when attempting to use marketing is the negative attitude that some researchers and educators have towards marketing. Kotler and Fox (1985) further add that educators have raised a number of concerns regarding the use of marketing for education. Among the concerns are that the purpose of educational institutions is to impart knowledge and skills, whereas the main purpose of marketing is to make a profit which makes marketing incompatible with the educational mission.

By following and understanding this statement of marketing, the use of marketing could be easier to accept. This definition shows how marketing can perform a service to society, although some educators may be concerned with the business orientation of marketing. Berry and Parasuraman (1992) argue that the strategic success of a service organization depends on the ability of service providers to enhance their images and reputation by meeting or exceeding customer's expectations. The measuring of consumer perception and their attitude towards the attributes of choosing a university therefore becomes very critical.

Measuring service quality of an educational institution is also another critical point that should be discussed. Quality is defined in terms of customer perceptions and expectations. The question that rises is, “Who is the customer?” (Rowley, 1997)

‘....higher education is unique as a service experience in that most customers must meet stringent academic and sometimes personal criteria before being permitted to enter on the experience....’ (p. 9)

Higher education, in common with much of the rest of the public sector, has a number of stakeholders, all of whom have a different experience of the higher education institution or the cumulative effect of the higher education sector.

Stakeholders include students, their parents and family, the local community, society, the government, the governing body, staff, local authorities, and current and potential employers. All of these stakeholders are concerned with the “end product” or the graduate. They are concerned to varying extents with the process associated with the creation of the product. For example, employers and society in general are concerned primarily with the “product” of the system, whereas students, and arguably their families, will also be concerned with the process.

Although, as Hill (1995) suggests, the student is the primary consumer, any attempt to measure quality in general terms should take into account all stakeholders’ prospective. Any attempt to measure service quality may focus on those groups, such as staff and students who are intimately involved in the service experience, but such must also be undertaken in the wider context of the quality perspective of all other stakeholders.

1.1.1 Universities in Thailand

Dynamic changes worldwide are altering traditional concepts of higher education. The growth of new information technologies with the combination of liberalization of trade in educational services have posed new challenges to the government, institutions, policy maker, educators, and nevertheless to the students. UNESCO has also put their step in the challenges by responding to these developments and offering an international policy framework for dealing with globalization and higher education, reconciling the interests of national governments, the traditional public higher education sector, for-profit providers, the needs of students and the general public interest.

Thai government has also put their interest in developing the country's education system. Formerly, higher education was the principal concern of the Thai Ministry of University Affairs, which formerly coordinated the operation of 18 state universities and 28 privately operated universities and colleges (1994). At present, Higher Education of Thailand is the concern of Commission of Higher Education, which runs under the Ministry of Education. Education at this level copes with thousands of secondary school graduates wishing to continue their further studies.

Most of the privately-run colleges offer courses and programs leaning heavily towards science and technology. It is clear that these colleges are responding both to the increasing demands of a large number of high school graduates and also to current needs for advanced technology. Admission to state universities is through a competitive national university entrance examination, held annually in April 2006 by Ministry of Education.

At present there are at least 45 universities in Thailand offering Diplomas and Degrees. The first university, Chulalongkorn University was founded in 1917. In keeping with a government plan to decentralize education, many universities are located in large regional centres throughout the country. These include Chiang Mai University in the North, Khon Kaen University in the Northeast, and Prince of Songkla University in the South. These universities offer a wide variety of courses at the undergraduate, graduate, and post-graduate levels, covering such fields as Agriculture, Archaeology, Architecture, Arts, Business Administration, Education, Economics, Engineering, Humanities, Law, Medicine and Nursing, Science, and Statistics. Scholarships are provided by the government and private sector for outstanding and needy students.

The language of instruction at most state-run universities is Thai, with the exception of the economics and engineering major courses at Chulalongkorn University, Mahidol University and Thammasat University, which are conducted in English. Special courses are taught in English at the discretion of a university. However, there are a few more privately-owned universities such as Assumption University and Bangkok University that offer the courses that use English as a medium of language. These English medium universities have their special copes with the 75 International schools in Bangkok that adapt the UK or US education system

since students from international schools would rather continue their higher education in English as well (International Schools Association of Thailand, 2005).

However, the following five universities are chosen to be analyzed by the researcher since these five universities have a fierce competition in offering English programs and these universities are ranked as the most popular international universities in Bangkok by an international website, 4 International Colleges & Universities (www.4icu.org; The Roadmap to International Education, 2006). 4 International Colleges & Universities is an international education directory selecting and reviewing world-wide Universities and Colleges. The directory includes 7000 Colleges and Universities ranked by popularity in 200 countries, which is updated every three months to make the database up to date.

Mahidol University (MU) is the oldest institution of higher learning in Thailand, founded in 1890 by H.M. King Chulalongkorn as a medical school attached to Siriraj Hospital. The university offers a total of 80 bachelor degrees programs with 17 of them being the international courses. Mahidol University offers the international programs under a different segment with the name *Mahidol University International College (MUIC)*.

Assumption University (AU) which was formerly known as Assumption Business Administration College or ABAC was granted new status as "Assumption University" by the Ministry of University Affairs in the year 1990. English is the officially approved medium of instruction at the University. Five courses are in the Thai language but only for Thai speaking students. Students whose native tongue is not Thai follow the same courses in English.

Thammasat University (TU) is the second oldest university in Thailand, established on June 27, 1934. In 1952, the name was changed to Thammasat University. Having started out as a law school, Thammasat University has gradually expanded to offer courses in Social Sciences, Humanities and Sciences and presently offering courses under 15 faculties, under which the 6 international programs are being offered.

Chulalongkorn University (CU), Thailand's first institution of higher learning, officially came into being in March, 1917. King Vajiravudh considered that it had achieved a level of readiness and gave it the present name in honor of King Chulalongkorn. With the student population of approximately 27,236, Chulalongkorn

University now has approximately 2,950 academic staff members offer 30 international programs, 344 major subjects in four main areas of study.

Bangkok University (BU) was officially founded in Bangkok on December 25, 1962 by the most prominent business man, Mr. Surat Osathanugrah. The university was originally known as the Thai Polytechnic Institute until 1965 when it became Bangkok College, the first private college in Thailand. In 1984, it was granted the name Bangkok University. Bangkok University offers courses both in English and Thai. The international program, wholly taught in English, is available in *Bangkok University International College (BUIC)* offering courses in the Schools of Business administration, Communication Arts, Accounting, and Humanities.

1.2 Statement of the Problem

Educational institutions need to understand where they stand and what their strengths against the others are. On this basis, universities should understand the students' perception towards the university based on the choice attributes, in other words, the students' perception of the strongest and the weakest attributes towards the university. First, this research guided the students to consider the attributes in selecting a university for further study in international program in Bangkok and then the students can analyze each attribute towards each university based on their perception. Besides all the statement of problems mentioned, the major research question of the research is "What are the perception of students toward the 5 international universities based on the 6 university attributes?"

1.3 Research Objectives

The purpose of this research is to examine important university-choice attributes that high school students used in viewing the universities for Bachelor degree program are:

4. To assess the important factors that students in international schools used as the attributes in understanding their perception.
5. To identify the difference between the demographic factors of the students and their perception towards the universities.
6. To identify the relationship between the university-choice attributes and the perception of students toward the listed international universities in Bangkok.

1.4 Scope of the Research

The research focuses on the international high school students' perception toward universities for Bachelor degree. The research studies the relationship between the demographic factors and the perception toward university and also focuses on the attributes towards the listed universities. The target group of this research is the high school students in international schools in Bangkok who wish to continue their studies in the international universities in Bangkok.

1.5 Limitations of the Research

- The primary limitation is the scope and size of its sample. Since the study only involved a group of students from the six international schools in Bangkok; which are Bangkok Pattana School (BPS), Ekamai International School (EIS), New International School of Thailand (NIST), Ruamrudee International School (RIS), Harrow International School, and Thai Sikh International School (TSIS), the result may not be generalized across the school-wide spectrum.
- The researcher has also based the research scope on the 5 universities that offer international programs, which are Mahidol University, Assumption University, Chulalongkorn University, Thammasat University and Bangkok University; therefore the result may not be generalized to all the universities offering Bachelor degree programs.
- Only 3 out of 6 demographic factors are used in the research; those are age, gender and nationality. Status and income are not required for analyzing students' perception and education level is already known since the target group is the students in the last year of school.
- The researcher examined only respondents living in Bangkok area and therefore the study may not be able to be used in other parts of Thailand.
- The research is limited to a particular time frame that is year 2006; as a result, the result can not be generalized to the other period of time.
- Only the well known international schools were selected as the sample and therefore the newly opened schools were not included in this study.

1.6 Significance of the Study

The researcher conducted the study in such a way that it is beneficial to both the international high school students who are the target group, as well as the universities that the study was conducted on.

The first beneficial group, the students, would see the questionnaire as useful to them since it covered all the aspects that the students used in making their university selection. First, the students can consider the attributes that they would see as the most important criteria for university selection. Then the students can give their perception toward each university that were listed in the questionnaire; that is according to the students' perception, how well does each university perform under each attribute. In this way, the students can make a brief decision for their choice of university.

The universities would also benefit from the end result. They can clearly examine the students' choice-attributes of their university and understand their strengths and weaknesses. From the result, the universities would know what attributes they should emphasize on, as well as create the development programs based on the weaknesses or the lower scaling attributes. In this way, the universities can acquire a competitive edge in the educational sector, meet the demand of the students and improve its overall position in Bangkok.

1.7 Definition of Terms

- a. **University:** A higher education institution with the authority to award degrees at bachelor, master and doctoral level (traditionally in academic, non-vocational subjects but now also in technical and vocational areas) and usually having research facilities (Crystal Reference, 2005). Universities offering international programs in Bangkok are Assumption University, Mahidol University, Thammasat University, Chulalongkorn University, and Bangkok University.
- b. **International School:** an educational institution which is responsible for providing the education to students without any restriction or limitation on nationality, religion and form of government. It adopts an international curriculum and media from which the students from various countries can

culminate. English is used as a media of instruction (Office of the Private Education Commission, 1995).

- c. **Demographics:** is dividing the market into groups based on demographic variables such as sex, income, occupation, education, religion, race and nationality (Kotler and Armstrong, 1999).
- d. **Perception:** Perception is the process of selecting, organizing, and interpreting sensations into a meaningful whole. The view that perception uses merely sight, hearing, smell, taste, and touch to comprehend the environment is inadequate in the present days (Solomon, 2004).
- e. **Decision Making:** Decision making in terms of school choice involves the narrowing down of choices by identifying alternatives, determining evaluation criteria, and then applying the criteria to the alternatives to come to a choice (Kotler and Fox, 1995).
- f. **Reputation of Institution:** Perceptual representation of an institution's past actions and future prospects – describing the institution's overall appeal to key constituents compared to other leading rivals (Roberts and Dowling, 2002).
- g. **Ideal Institution:** A conception of institution in its absolute perfection; one that is regarded as a standard or model of perfection or excellence (www.answers.com)

CHAPTER 2

REVIEW OF RELATED LITERATURE AND STUDIES

The literature review relates the attributes towards university to the perception of students' towards university and also discusses the decision making process the students go through. This chapter is divided into 5 sections. The first section discusses the independent variables; the Thai and International school education systems in Bangkok, the multi-attributes towards the university, and the demographic variables. The second section discusses the theory related to the independent variables. The third section is the discussion of the dependent variables; perception and the decision making process, which is followed by the relationship of the independent to the dependent variables in the fourth section. Lastly, this chapter briefly mention about the previous studies related to the topic that this study is cited.

2.1 Definition and features of the Independent Variables

2.1.1 Thai Education Systems

Education in a school-related system is provided by educational institutions, characterized by a class system and the use of a curriculum specified for the level and type of education so as to develop learners in accordance with the curriculum objectives. Education through a way-of-life learning process is self-learning from various sources of knowledge and environment related to ways of life naturally existing, or modified to enhance and service learning (www.thaitrade.com)

Thai education system comprises of 4 levels of education namely; pre-school education, primary education, secondary education, and higher education.

Pre-school Education: is provided for 3-5year old children. It aims to encourage the harmonious physical, intellectual, emotional and social development of the children prior to formal education. The pre-school education can be provided in many ways such as child care centres, nursery schools and kindergartens. The Ministry of Education has established a kindergarten in every provincial capital to serve as a model for the private ones. Since this level of education is optional, therefore, the private sector has played an active role. Most pre-schools are private

and located in Bangkok. These schools are under the supervision of the Office of the Private Education Commission, Ministry of Education. (SEAMEO)

Primary education: emphasizes literacy, numeric, communication skills, and abilities relevant to future occupational roles. At this level, education is compulsory and free of charge, provided for children aged 6-11 including the disadvantaged ones. Primary school curriculum is an integrated curriculum comprising five areas of learning experiences, namely: basic skills development, life experience, character development, works oriented education, and special experiences. The last area is provided for children in pratom 5 and 6 which are the last two grades at the primary level. Since student backgrounds in the various parts of the country are different, a basic national core curriculum allows certain flexibility for regional diversification. Primary education is under several government agencies. Most of the government primary schools are under the Office of the National Primary Education Commission, Ministry of Education. There are also demonstration schools attached to some teacher's colleges and universities, and municipal schools under the Ministry of Interior. (SEAMEO)

Secondary Education: is divided into two levels, each covering a period of three years. The lower level emphasizes on learners intellect, ethics morality and basic skills. It allows the learner to explore his individual interests and aptitudes through a wide choice of both academic and vocational subjects. The upper level aims to provide appropriate academic and vocational knowledge and skills correspondent with the learner's interests and aptitudes. These knowledge and skills will be beneficial for learners to continue study at a higher level or to enter the world of work. Secondary curriculum covers five broad fields: language, science and mathematics, social studies, character development and work education. There is also a wide range of exploratory pre-vocational subjects available. The use of the credit system at this level facilitates flexibility in the teaching-learning process. Both public and private sectors are involved in the organization of secondary education. Public schools are mostly under the Department of General Education, Ministry of Education. (SEAMEO)

Higher Education: aims at the full development of human intellectuality, and the advancement of knowledge and technology. This level may be organized in the forms of colleges, universities, or institutions for specialized studies. (SEAMEO)

However, as Thailand becomes more and more popular with foreign tourists, and as the country continues to trade more and more in the international marketplace, so too has the ability to use English become even more important to Thai people and to Thailand. With this continually increasing demand of Thai people to learn English, English medium school has become a more popular choice of the wealthy Thai families. The English language industry in Thailand has developed a lot in the last ten years and while it hasn't reached saturation, it is probably almost as developed now as other countries in the region like Japan or Korea though it is growing fast.

2.1.2 International School Education in Thailand

Just 30 years ago, only two schools world-wide regarded themselves as international. In Geneva and New York, the United Nations had opened schools to serve the educational needs of the children of their staff. There was, however, neither recognized international curriculum nor examination; no teachers regarded themselves as international and no educational organization supported this type of education.

At present, almost 1,000 schools with 65,000 teachers and around 800,000 students in over 100 countries around the world call themselves international. With such a growth, it has been much more difficult for parents to choose a school for their children and it has become one of the most important decisions that parent make for their children. It is a bewildering experience – especially now, when Thailand has never had so many international schools to choose from, which is open to both foreign and Thai students. Until 1992, there were only three main schools from which to choose, but this situation changed with the Anand government which not only allowed Thai students to enter international schools but also paved the way for more schools to open up mainly in Bangkok. Currently, the International School Association of Thailand has over 75 member international schools, which have either received accreditation from the Ministry of Education or have applied for accreditation. The quality of education offered at the International Schools Association of Thailand's (ISAT) member schools has not only been recognized by accreditation from the Thai Ministry of Education but also by organizations such as

the Western Association of Schools and Colleges (WASC), the New England Association of Schools and Colleges (NEASC) and the Council of International Schools (CIS).

With the exception of a small number of international schools which exist to provide education almost exclusively for the nationals of a particular country, the majority of international schools in Thailand have a multi-national intake and offer an education broadly following either the British or American system, the language of instruction being English. The International Schools Association of Thailand classifies the various international schools in Thailand into 4 systems as follows:

The American Education System

At the national level the US Department of Education enforces federal mandates and provides funding, thus greatly affecting students' access to quality educational services. The department also conducts extensive research into best practices and disseminates research-based innovations to state and local schools throughout the USA.

Although there is no national curriculum in the United States, there is clear consensus regarding core subjects taught in schools throughout the country. For example, most schools teach mathematics; language arts (including reading, grammar, writing, and literature); science; social studies (including history, geography, citizenship, and economics); information technology; and physical education. In addition to required core courses, schools offer electives that benefit students by meeting their individual needs and goals. Popular among these electives are performing arts; advanced academic courses such as math, science or technology; and foreign language. Beyond specific course content in the matter of critical thinking the American system remains the recognized leader in developing this vital skill in students.

The British Education System

International schools following the British system often use the English National Curriculum as a basis for their educational programs. These are sometimes modified to reflect independent (i.e. private) school traditions. Schools are generally organized into a number of developmental Key Stages:

TABLE 2.1: Development Key Stages

STAGE	PUPIL'S AGES	YEAR GROUPS
<i>Foundation Stage</i>	2 to 5	Pre-kindergarten
<i>Key Stage 1</i>	5 to 7	1-2
<i>Key Stage 2</i>	7 to 11	3-6
<i>Key Stage 3</i>	11 to 14	7-9
<i>Key Stage 4</i>	14 to 16	10-11
<i>Senior Stage</i>	16+	12-13

Source: International School Association of Thailand

A broad and balanced curriculum is taught across the four post-kindergarten Key Stages, with English, Mathematics, Science and Information Technology being regarded as core subjects. The Humanities, Creative and Performing Arts, Modern Languages and Physical Education are also provided as foundation subjects. Many international schools use the UK government End of Key Stage tests in English, mathematics and science as benchmarks to assess student performance at various ages, though their use by schools is voluntary.

On completion of Key Stage 4, most students sit the General Certificate of Secondary Education (IGCSE) examination or the equivalent international exams (IGCSE) in the core and a selection of other curriculum subjects. These examinations are regarded as good preparation for the pre-university qualification courses offered by British international schools: the International Baccalaureate (IB) or the Advanced (A) level, in Years 12 and 13.

International Baccalaureate Programs

The International Baccalaureate Organization (IBO) offers three coordinated programs of study for children 3-19 years of age. All three programs have a similar pedagogical base and are learning centered and inquiry based, with the aim of developing well-rounded, reflective, and compassionate young adults.

The 3 programs are the Primary Years Program, Middle Years Program and IB Diploma Program. The Primary Years Program (ages 3-12) offers a comprehensive inquiry-based approach to learning that focuses on the total growth of the developing child and addresses the academic, social, physical, emotional and cultural needs of

younger learners. The Middle Years Program (ages 11-16) is a five-year program that naturally follows the Primary Years Program and serves as an excellent preparation for the IB Diploma Program. The framework provides discipline, challenging standards, skills, creativity and flexibility that aid a student's individual growth towards self-reliance and responsible participation in society. The IB Diploma Program (ages 16-19) is one of the most comprehensive, challenging and intellectually stimulating courses of study offered in preparation for university entrance. It also has three further elements providing additional academic specialization as well as recognition of interests outside the classroom; these elements are Theory of Knowledge, the Extended Essay, and Creativity, Action, Service (CAS).

Special Support and Other Educational Systems and Programs

Some schools follow the national curriculum of countries other than the UK or USA. A national curriculum can offer the advantage of following a system close to or the same as the curriculum found in a home country, often making easier a return to the home country school system. These schools also likely include a higher proportion of families and native speaking teachers from a specific country, thereby providing an extended community away from home.

2.1.3 Differences between Thai Schools and International Schools

The office of the Private Education Commission defined international school as an educational institution which is responsible for providing education and knowledge to students without any restriction or limitation of nationality, religion and form of government. International schools in Bangkok have been increasing rapidly in the past few years. Therefore it is wise to list the differences between the Thai and international schools so that the increasing popularity of international schools can be understood. Sharples & De'Ath (1995) explained that international school adopts international curriculum and media from which the students from various countries can climate. (p.183). Sharples & De'Ath (1997) also explained the differences between Thai and international schools as follows:

Cost of Education

International schools are considerably more expensive than Thai schools. Cost of international schools is higher due to the better facilities they provide to students including expatriate teachers with higher pay than Thai local schools. Many of the better city schools depend on “tea money” to unofficially top up their budget, so that students can have better facilities than schools of similar size in poorer country areas. (Sharples & De’ Ath, 1997). Other reasons that lead internationals to higher fee include:

- High establishment costs including land, access, facilities and special amenities
- Extra curriculum activities
- High cost imported materials and equipment for teaching and activities
- Smaller class sizes

Class Management

Often Thai classrooms have to accommodate up to 60 students and emphasis moves from knowledge transmission to behavior management. In other words, most of the time in class is spend to control noise, counting heads, setting student problems and many more. Therefore each session’s time is not fully dedicated to the teaching and learning process.

In contrast, international schools only limit each class size to 20 or 25 students depending on each school’s regulation. In this way, full class time is put into the teaching process, which is mostly done through class activities such as group discussion, ideas exchange between teacher and students, individual or group presentation in class and so on. Therefore international school teachers pride themselves on being able to control their classrooms through more psychological means or by emphasis on positive rewards rather than punishment. Teachers also have to deal with multi-culture students in a class room and with larger number of non-native English speakers. In addition, more comfortable furniture, air conditioning classrooms and a lot more materials are provided to ease the learning process. (Sharples & De’Ath, 1995).

Facilities and Equipments

Local Thai schools do not provide students with extra facilities and equipments other than those basic materials required for the learning process. There may be a shortage of handouts, computers, library books, field trips and healthy food in Thai schools, which also provide extra overload homework to students (Sharples & De'Ath, 1997).

International schools fully equip the campus with extra facilities like a gymnasium, swimming pool, library, high quality science laboratory, music room and instruments and even art studio in certain schools that charge a very high fee. Teaching equipment like photocopying machines, visual aids including television and video CD players are available in all classrooms.

Teachers

A huge contrarily between Thai and international schools in Thailand is the nationality and quality of teachers and staffs in the schools. Local Thai schools usually hire only Thai teachers with lower pay roll and basic education background. However, international schools mostly recruit only teachers with other nationalities who have strong English skills for all the subjects that are taught in the schools. These teachers are paid many times higher than the local Thai teachers and sometimes are paid in dollars. Therefore, students are provided with facilitators with high knowledge for the particular subject as well as high skills in English. In this way, international schools usually forbid their students to speak Thai in schools and Thai is only learnt as a separate language subject.

2.1.4 Universities in Thailand

A university is an institution of higher education and of research, which grants academic degrees at all levels (bachelor, master, and doctor) in a variety of subjects. A university provides both tertiary and quaternary education. *University* is derived from the Latin *universitas*, meaning *corporation* (www.wikipedia.org).

Many schools and universities are trying to modernize and adopt more contemporary and effective teaching methods. The South East Asian economic crises of recent years have led to many changes in education in Thailand. As education budgets have fluctuated, universities are becoming increasingly competitive;

particularly the country's numerous private universities. Since the economic crisis all universities were needed to be adapted, modified and changed or even revolutionized in various aspects for their survival. Therefore, it has been worthwhile for Thai universities to try to adapt themselves to follow the westernized education system including the use of English as the medium of lecturing.

During the past 10 to 15 years the number of universities offering international programs has been increasing tremendously. At present, there are 25 universities in Thailand offering international programs with English as the language of instruction. Many institutions have close collaboration with leading institutions from Australia, Canada, Japan, Germany, United Kingdom and United States of America etc. Foreign and Thai students can take courses for credits. Admission requirements vary depending on the nature of the program and admission policies (Ministry of Education Affairs, 2005).

A seminar on International Dimensions of Higher Education in Thailand conducted by the Commission of Higher Education in Thailand on February 21, 2005 was organized in an effort to coordinate the development of guidelines for Thai higher education institutions attempting to achieve excellence in their international education programs. In order to strengthen internationalization of Thai higher education, it is necessary to take into consideration the formulation of clear internationalization policies and programs as an integral part of institutions. Measures and guidelines were formulated for the internationalization of Thai higher education and Thai higher education institutions were encouraged to play more roles in international academic community and to open up to the world.

It was concluded at the seminar, International Dimensions of Higher Education in Thailand, that in order to enhance internationalization of Thai higher education, three initiatives should be implemented as follows (CHE, 2005):

- Guidelines for International Education should be revised to fit the Thai context and distributed to Thai higher education institutions,
- Thailand Association of International Education should be established and regular meeting and conference should be organized to promote international education continuously,

- International Grants Program should be initiated to make Thailand regional leader of international education.

Although traditionally every young Thai person's dream has been to study abroad in a country such as the USA, Britain or Australia, the realities of issues such as the financial downturn of the late 1990s, '9-11' and war in Iraq forced many to reconsider their educational goals. As a result, numbers of Thai students studying abroad plummeted as many chose to stay at home. Losing valuable revenue streams, foreign universities got creative. Rather than fighting over fewer Thai foreign students, they changed tactics and began to look at opportunities actually here in Thailand. As a result, some of the world's leading universities now either have a campus in Thailand or are attached to a Thai university where they offer 'International' degree programs. The benefits to Thai students of having world-class higher education on their doorstep are obvious, but there have been substantial benefits for Thailand as a whole – the Kingdom has become a hub for foreign students who want to receive an international-standard higher education. Students from places like China, Taiwan, former Eastern bloc countries, Scandinavia, and increasingly, Europe, the United States and Great Britain, take university courses in Thailand to enjoy the benefits of standard, lower cost (particularly in terms of cost of living and educational fees) and the ability to simply be able to enjoy Thailand while they study.

Following is the table of the universities' summary and the brief introduction of the five universities that offer international programs to students in Bangkok:



2.1.4.1 Mahidol University

Mahidol University (MU) is the oldest institution of higher learning in Thailand, founded in 1890 by H.M. King Chulalongkorn as a medical school attached to Siriraj Hospital. In 1969, having gained renown in the fields of medicine, public health and the sciences, it was renamed after Prince Mahidol of Songkla, widely considered to be the 'Father of Modern Medicine and Public Health in Thailand'. Mahidol is one of Thailand's leaders in the "internationalization" of higher education, collaborating with numerous universities from around the world as well as many international organizations. In addition, students from 45 different countries are currently enrolled in various programs at the university. Through international cooperation and other initiatives, Mahidol University will forever strive for excellence in order to meet the growing needs of Thai society for quality education.

There are 13,176 undergraduate students, including almost 1,740 at the International College, and 7,273 postgraduate students at Mahidol. The University offers 557 courses, including 131 international degree programs. There are also 189 courses in postgraduate medical training. The University comprises four campuses: Bangkok Noi Campus, Phayathai Campus, Salaya Campus and Provincial Campuses in Kanchanaburi and Nakhon Sawan.

In 1985, Mahidol University established the International Students Degree Program (ISDP) for students looking to pursue graduate study overseas. Designed to strengthen cross-cultural communication skills, the program quickly developed a reputation for academic excellence. In 1996, it was expanded and renamed **Mahidol University International College**, or **MUIC**. MUIC offers a broad spectrum of courses designed to develop a new generation of academics, international managers and industry professionals by offering degrees in arts, business administration, science and nursing science.

2.1.4.2 Assumption University

Assumption University was initially originated from Assumption Commercial College in 1969 as an autonomous higher education institution under the name of Assumption School of Business. In 1972, with the approval of the Ministry of Education, it was officially established as Assumption Business Administration College or ABAC. In May 1975, it was accredited by the Ministry of University Affairs. In 1990, it was granted new status as "Assumption University".

Assumption University exists for the main purpose of serving the nation by providing scientific and humanistic knowledge, particularly in the business education and management science through research and interdisciplinary approaches. Assumption University is recognized in the USA and other countries and the transfer of credits from the University are accepted abroad. Graduates from the University can pursue advanced Degrees anywhere in the world. Assumption University is listed in the Handbook of Universities and other Institutions of the International Association of Universities in Paris, France.

The Undergraduate School of ABAC offers degrees in: Business Administration (BBA), Risk Management and Industrial Services (BBA), Arts (BA), Nursing Science (BNS), Science and Technology (BS), Engineering (B. Eng.), Communication Arts (BA), Law, Biotechnology and Architecture.

2.1.4.3 Thammasat University

Established by the Thammasat University Act in 1933, the university was inaugurated on June 27, 1934 as an open university with the objective of propagating the learning of law and politics to all. The university was then named, 'Thammasat Lae Karn Muang' In 1952, the name was changed to Thammasat University.

It has become one of Thailand's leading institutions of higher learning and tertiary education with current enrollment of over 12,000 students, including approximately 1,500 graduate students. In 1986, Thammasat expanded to a new campus north of Bangkok, the "Rangsit Campus." The new campus is currently home to the Faculty of Science, Engineering, and Medicine. Thammasat is ranked 36th among universities throughout Asia by the Asiaweek in the year 2000. Academic standards are high and competition for admission is intense. Alumni of both the undergraduate and graduate programs have found their ways to leading positions in private as well as public sectors.

Presently, Thammasat University has fifteen faculties: Law, Commerce and Accountancy, Political Science, Economics, Journalism and Mass Communication, Liberal Arts, Science and Technology, Social Administration, Sociology and Anthropology, Engineering, Medicine, Allied Health Science, Dentistry, Nursing and Graduate School. Out of the 15, six programs are also offered in English.

2.1.4.4 Chulalongkorn University

Chulalongkorn University, Thailand's first institution of higher learning, officially came into being in March, 1917. A school was founded in 1871 at the Royal Pages Barrack within the Grand Palace compound. Later on, in 1882, King Chulalongkorn developed this school and gave it the name of "Suankularb", which was later changed to the "Royal Pages School" in 1902. However, King Vajiravudh (Rama VI) saw that the original intention of his father, King Chulalongkorn, was to establish an institution of higher learning. Thus King Vajiravudh ordered that the Royal Pages School become an institution of higher education and gave it the name the "Civil Service College of King Chulalongkorn" on January 1, 1911. After the Civil Service College had been in operation for some time, King Vajiravudh considered that it had achieved a level of readiness. Therefore, he declared that it should become Chulalongkorn University, in honour of King Chulalongkorn, on March 26, 1917.

As the first institution of higher learning in Thailand, Chulalongkorn University has evolved largely in response to the changing needs and requirements of the country and its people. During a century, the university has grown in size as well as in interests and activities. In those long years of growth and development, Chulalongkorn University has always maintained its commitment to continuing improvement of the quality of its students, imbuing in them both scholarship and professional competence.

Chulalongkorn University now has eighteen faculties and a number of schools, institutes and projects, which are engaging in teaching and other related activities. Its approximately 2,950 academic staff members offer 30 international programs, 344 major subjects in four main areas of study, namely, health sciences, science and technology, the social sciences, and the humanities, to a student population of approximately 27,236. In all, there are 100 degree programs at the undergraduate level, 26 graduate diploma programs and 217 postgraduate programs which include 57 doctoral degree options, 159 master's degrees, 1 higher-certificate project in a wide range of areas of specialization. Chulalongkorn is well reputed for its strength at the Bachelor's degree level. A very important development in the recent past is nevertheless the growth of its postgraduate interests. Now more than 9,117 graduate students, as compared with nearly 18,119 students at the undergraduate level, are

currently undertaking advanced studies and training in a fast expanding array of disciplines.

2.1.4.5 Bangkok University

Bangkok University was officially founded in Bangkok on December 25, 1962 by Mr.Surat and Mrs.Pongtip Osathanugrah. Mr.Surat Osathanugrah is one of Thailand's most prominent businessmen, a former Deputy Minister of Interior, a former Minister of Commerce and a former member of the House of Representatives.

The university was originally known as the Thai Polytechnic Institute until 1965 when it became Bangkok College, the first private college in Thailand. On October 25, 1984, the college was granted university status by the Ministry of University Affairs and has hence been known as Bangkok University. Bangkok University is a private, non-profit co-educational institution under the patronage of the Bangkok University Foundation.

Bangkok University offers courses both in English and Thai with the overall total enrollment of 20,000 students. The international program, wholly taught in English, is available in Bangkok University International College (BUIC), currently offering undergraduate courses in the areas of Marketing, Communication Arts, Business English and Hotel and Tourism Management. The international program is well received by those students who want to better their English and prepare themselves for the international business world or for their future studies abroad.

2.1.5 Criteria for University Selection

A student's overall evaluation of a university accounts for most of the attitude and perception towards that university. When marketers want to assess attitudes, it can be sufficient for them to simply ask a bunch of questions such as, "How do you feel about Assumption University?" However, attitudes and perception towards a product can be a lot more complex than that. One problem is that a product may be composed of many attributes, or qualities, out of which some of these may be more important than others to particular people. Secondly, a person's decision to act on his or her attitude is affected by other factors, such as whether it is felt that choosing a university would be met with the approval by friends or family. Therefore, it is wise to list out the criteria or attributes that a student would rank from the most important to the least important. Then the student can identify the performance of each

university on each criterion to get the overall performance of each university that depends on the criteria importance ranking.

The issue of institution choice criteria has been widely researched. Unfortunately no one set of most important attributes has been arrived. In 1981, David Chapman developed a Model of Student College Choice. He concluded that there are three external influences that affect a student's college choice, which are:

- Significant persons: friends, parents and high school personnel.
- Fixed college characteristics: cost, location and availability of program.
- College efforts to communicate with students: information and recruitment.

The significant persons influence the student in the following three ways (Chapman, 1981):

- Comments made by these people shape students' expectations of particular university.
- They may offer direct advice as to which university the student should choose.
- The advice of friends that attend a particular university also influences the decision.

Of all significant persons, parents are the ones that have the greatest impact on the student's choice (Chapman, 1981). However, several other studies have addressed the issue of students' choice criteria and have several determinants. Baird (1967) concluded that good faculty, high academic standards and special programs were what the students are looking for. Bowers and Pugh (1972) identified good faculty, high standards as the most important factors, while Chapman (1979) identified quality of the institution and cost as the most important factors. Murphy (1981) recognized academic reputation and cost as the determinants of college choice while Maguire and Lay (1981) stressed on the financial aid, peer influence, special programs, size of the institution, location, athletic and social activities as the most important factors. Discenza, Ferguson and Wisner (1985) and Hossler (1985) named academic reputation, peer influence, financial assistance, and location as the most important factors in choosing an educational institution.

Litten (1980) and Tierney (1983) have found that academically-talented students are looking for different attributes when compared to the average students.

The former evaluate a university based on the quality of the programs while the latter, are also interested in the factors like physical appearance and social life.

Joseph, Yakhou and Stone (2005) listed out the different categories which are shown by the ranking of the most important to the least important attributes as below:

- Courses available offered;
- Cost and scholarship;
- University reputation;
- Facilities;
- Academic Staff;
- Campus Activities;
- Orientation/Registration;
- Family/Friends;
- Sport Teams; and
- Preparation for Employment.

From all the factors studied by many researchers, the following seven factors can be used to cover all the attributes aspects that are mentioned above. The following factors will be used as the independent variables to this research:

- Cost of Education (Chapman, 1979)
- Reputation of Institution (Murphy, 1981)
- Proximity to Home (Maquire and Lay, 1981)
- Degree (content & structure) (Joseph, Yakhou and Stone, 2005)
- Physical aspects, facilities & resources (Joseph, Yakhou and Stone, 2005)
- Family/Friends Recommendation (Maquire and Lay, 1981; Discenza *et al.*, 1985; Hossler, 1985)

2.1.6 Important Factors of University Selection in the U.S.

Solomon (2004) argued that another basic multi-attribute model could be used as the criteria for university selection. Solomon has listed out seven attributes that the U.S. students use as criteria towards university selection.

1. Academic reputation
2. All women

3. Cost
4. Proximity to home
5. Athletics
6. Party atmosphere
7. Library facilities

However, these seven attributes are the important criteria that the students in the U.S. might use for selecting a university, but for students in Bangkok, only certain attributes can be applied but the others might not be applicable.

Academic Reputation

Reputation is defined as a perceptual representation of an institution's past actions and future prospects – describing the institution's overall appeal to key constituents compared to other leading rivals (Roberts and Dowling, 2002). A positive image can strongly influence the decision to attend an educational institution (Krampf and Heinlein, 1981; Qureshi, 1995; Mazzarol, 1998; Bourke, 2000; Gutman and Miaoulis, 2003).

It is the general opinion, more technically, a social evaluation of the public toward the university in terms of the education view point. Reputation is usually considered as the important factor in many fields, such as business, online communities or social status, either in the U.S. or in Bangkok.

All Women

Certain universities do offer education only to women. In Bangkok, only a few schools are not co-educated that is a school without the mixtures of boys and girls in the same classroom. However, there is no university in Bangkok that offer education to only one gender. As a result, this attribute would not be considered as important criteria in selecting university.

Cost

Since international schools are quite costly compared to the local Thai schools, universities offering international courses are also more expensive than the local ones. Among the international universities, there are also many ranges of fees depending on the facilities and lecturers provided to the students.

Proximity to Home

In Bangkok, everything revolves around location. This is also a major factor in selecting a school, but the importance of this attribute reduces with the increase in the education level. Students deciding to choose a university might not be as much influenced by the distance to home as the students in the school levels. However, students might consider the driving distance due to the related expenses in longer traveling. A student living in 'thonburi side' of Bangkok has a higher chance of not considering the university that is in 'rangsit area' since the distance is beyond the ability to travel each day. This university will only be chosen if the student considers staying boarding near the university campus.

Athletics

Some students will not only consider the university in the academic performance but also look into the athletics facilities the university provides. However, all universities should not only provide students with education in classes but also outdoor education which includes the sporting activities that is an outlet for their energy.

Party Atmosphere

The learning process in the school level and university level is very much different in the entertainment along with education that the students strive for. Students choosing a university might also consider the atmosphere of the location. In this attribute, the location of the university plays a major role. Universities located in the provincial area of Bangkok will not be considered by the students who view party atmosphere as the important attribute. However, international students in Bangkok are lesser concerned about the party atmosphere of the university than the students in the U.S., and it might not even be applicable to most of the Thai students.

Library Facilities

The library facilities provided by certain universities in Bangkok are very excellent that it becomes the center library of all the universities students. The other universities also provide quite standardized and acceptable library facilities. Only those students who only consider the academic field as the only important attribute

and do not consider attributes like party atmosphere and athletics will rank library facilities as the very first important attribute.

2.1.7 Demographic Variables

In most of the industries today, the demographic factors are also considered as a part of the overall market structure. Marketers are interested in the demographic variables such as age, gender, income, educational level and regions. The research can separate the major concern in population into two categories. First, the basic factors for human to live are much increasing everyday such as fuel, foods or mineral. The second factor is population that growing and the number of people died are falling because the new drugs or technologies in medical care (Kotler et al., 2003).

Demographic variables help the marketers understand customers' needs and divide them into segments. However, depending on each product category or industry, the demographic factors are chosen to be analyzed. Demographic variables combine much necessary information about human life or population as a one important factor to help us reach their needs (Boontaganon, 2002). In this research, the researcher chooses age, gender and nationality to be the representative of the researchers' project in the demographic field. Status, family income and education are not considered in this research project because these variables are not necessary to analyze the students' perception. Family income is not used since parents who can afford their children to the international schools will definitely be able to afford their children to join the international universities as well. Education is already known since the target group is the students in the last year of school; Grade 12 or Year 13.

Age has been found that it may affect consumption of products. The demand in each age level may show different expectation and perception outcome that reflected on the quality of products and services. In this way, students under different age level have different expectation and perception towards the universities. Younger high school graduates might see the extra-curriculum activities such as sports to be an important attribute than the high school students that graduate at an older than the average age.

Gender can also affect the consumption behavior for both products and services because they may have different preferences between male and female. In

terms of education, male and female students also have different preferences over their choice of university.

Nationality also affect the way each person chooses the product since people from different nationality has different lifestyles, different perception towards a product, and different expectation from each product. For the choice of university, nationality appears to be the most important demographic variable since students from the international schools in Bangkok come from various nations and different cultures.

2.2 Theories Related to the Independent Variable

The student's overall evaluation of a product sometimes accounts for most of the attitude. Simply asking students, "How do you feel about the university?" might be just sufficient for market researchers who want to access attitudes. However, as we saw earlier, attitudes can be a lot more complex than that. One problem is that a product or service may be composed of many attributes, or qualities – some of these may be more important than others to particular people. Another problem is that a person's decision to act on his or her attitude is affected by other factors, such as whether it is felt that buying a product would be met with approval by friends or family. As a result, attitude models try to specify the different elements that might work together to influence people's evaluations of attitude objects.

2.2.1 Multi-attribute Attitude Models

Since attitudes can be very complex, multi-attribute attitude models have been extremely popular among marketing researchers. This type of model assumes that a consumer's attitude (evaluation) toward an attitude object (A_0) will depend on the beliefs he or she has about several or many attributes of the object. The use of a multi-attribute model implies that identifying these specific beliefs and combining them to derive a measure of the consumer's overall attitude can predict an attitude toward a product or brand.

Basic multi-attribute models specify three elements:

- *Attributes* are characteristics of the A_0 . Most models assume that the relevant characteristics can be identified. That is, the researcher can include those

attributes that consumers take into consideration when evaluating the A_0 . For example, scholarly reputation is an attribute of a college.

- **Beliefs** are cognitions about the specific A_0 (usually relative to others like it). A belief measure assesses the extent to which the consumer perceives that a brand possesses a particular attribute. For example, a student might have a belief that the University of North Carolina has a strong academic standing.
- **Importance weights** reflect the relative priority of an attribute to the consumer. Although an A_0 can be considered on a number of attributes, some are likely to be more important than the others (i.e., they will be given greater weight). Furthermore, these weights are likely to differ across consumers. In the case of colleges and universities, for example, one student might stress research opportunities, whereas another might assign greater weights to athletic programs.

2.3 Discussion of the Dependent Variable

2.3.1 Perception

Perception is the process of selecting, organizing, and interpreting sensations into a meaningful whole. The view that perception uses merely sight, hearing, smell, taste, and touch to comprehend the environment is inadequate in the present days. Although these senses do play a major role in the comprehension event, the interpretation of a sensation may lead to a false perception. Perception is highly subjective and therefore easily distorted.

An individual's frame of reference affects the way people interpret sensations. For example, two friends may have food at the same restaurant but leave with different interpretations of the restaurant. Their frames of reference, experience, and expectations are among the factors that influence their evaluations. Not only may different people perceive the same stimulus differently, but the same person may perceive a given item differently at various times or under different circumstances.

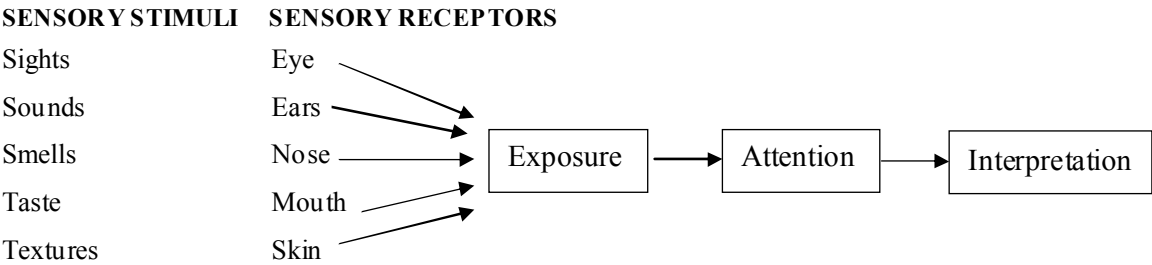
Three concepts are related to perception: exposure, attention, and sensation. Acquisition of sensory information is only possible when people attend to the stimuli they are exposed to. For instance, television advertisements that escape viewers' attention produce no sensation and have no effect on behavior.

The process of perception begins with exposure to a stimulus. **Exposure** occurs when individuals come into contact with environmental stimuli either accidentally or through own deliberate with goal-directed behavior. **Attention** refers to the allocation of individual's mentality to a stimulus o task. After choosing whether or not to expose to a message, people may pay attention to a specific aspect of the stimulus that is within their range of exposure. There are basically 3 types of *attention*:

- **Planned Attention:** is goal directed where individuals use their attention, such as watching TV commercial, to help them perform a specific activity such s shopping.
- **Involuntary Attention:** occurs when external stimuli force their way into people' awareness. For instance, that a gun were fired while shopping in the department store. The automatic reaction would be immediate involuntary attention to the source of the shot.
- **Spontaneous Attention:** can be exemplified by shoppers looking for birthday gifts. They do not concentrate too narrow on any particular product class but thus remain open to other stimuli. A pair of shoes noticed by accident while shopping is an example of a product that receives a spontaneous attention.

Sensation refers to the responses of our sensory receptors (eyes, ears, mouth, nose and touch) to the environmental stimuli such as light, color, sound, odor, and texture. Hence this is where perception comes into play, by which these sensations are selected, organized, and interpreted. The study of perception focuses on what is added to these raw sensations in order to give them meaning. Following is the diagram showing the overview of the perceptual process.

FIGURE 2.1: An Overview of the Perceptual Process



Source: Solomon, M.R. (2004) Consumer Behavior: Buying, Having and Being, Sixth Edition. Prentice-Hall, Inc.

2.3.2 Decision Making

Decision making is the cognitive process of selecting a course of action from multiple alternatives. Every decision-making produces a final choice. It can be an action or an opinion. It begins when something is needed to be done but don't know what to do. Therefore decision-making is a reasoning process which can be rational or irrational, and can be based on explicit assumptions or tacit assumptions. Examples include shopping, deciding what to eat, and deciding who to vote for in an election.

Decision making is said to be a psychological construct. This means that although a decision can not be "seen", it can be inferred from observable behavior that a decision has been made. Therefore it can be concluded that a psychological event that is called "decision making" has occurred. It is a construction that imputes commitment to action. That is, based on observable action; it is assumed that people have made a commitment to effect the action.

According to Myers (1962), a person's decision making process depends to a significant degree on their cognitive style. Myers developed a set of four bi-polar dimensions. The terminal points on these dimensions are: thinking and feeling; extroversion and introversion; judgment and perception; and sensing and intuition. He claimed that a person's decision making style is based largely on how they score on these four dimensions. For example, someone that scored near the thinking, extroversion, sensing, and judgment ends of the dimensions would tend to have a logical, analytical, objective, critical and empirical decision making style.

Some of the decision making techniques that can be used in everyday life include:

- listing the advantages and disadvantages of each option, popularized by Benjamin Franklin
- flipping a coin, cutting a deck of playing cards, and other random or coincidence methods
- accepting the first option that seems like it might achieve the desired result
- tarot cards, astrology, augurs, revelation, or other forms of divination
- acquiesce to a person in authority or an "expert"

The Role of Involvement in Decision Making

The level of personal involvement a person brings to a decision will influence how complex and time-consuming the decision process will be. The table below shows the taxonomy of three decision-making approaches: routinized, simplified, and extensive decision making (Kotler and Fox, 1995).

TABLE 2.3: A taxonomy of decision making approaches

EXPERIENCE	DEGREE OF PERSONAL INVOLVEMENT	
	HIGH	LOW
None	Extensive Decision Making	Extensive Decision Making
Some	Simplified Decision Making	No observable Decision Making
Much	Routinized Decision Making	No observable Decision Making

Source: Kotler and Fox, 1995 Strategic Marketing for Educational Institutions Prentice-Hall, Inc., New Jersey.

People make choices every day, but most of those choices are low-involvement decisions. Which brand of cereal, milk, or bread to buy is usually an easy task, taking at most a few seconds! Low-involvement decisions are those which have low personal importance, therefore low-cost goods usually fall into this category.

Many decisions about the educational choices are high-involvement decisions. High personal involvement is usually present when one or more of the following conditions exist:

1. The consumer’s decision will reflect upon his or her self-image and could have long term consequences.
2. The cost to carry out the decision involves major personal or economic sacrifices.
3. The personal and social risks of making a “wrong” decision are perceived as high.
4. There is considerable reference-group pressure to make a particular choice, and the target consumer is strongly motivated to meet the expectations of these reference groups.

The decision about which school or college to attend is a process that starts long before the final enrollment decision is made and may have consequences long afterward. The college that the student attends may affect the future career, friendship,

choice of marriage partner, and life satisfaction (Kotler and Fox, 1995). Therefore the decision making process for selecting a university can be very time consuming, in which the students might take up to 40 or 50 hours investigating the colleges (Kotler and Fox, 1995).

The extensiveness of the decision making process depends not only on prior experience and the extent of personal involvement, but also on the range of available and feasible choices, the decision maker's awareness of the choices and the time available for making the decision. It has been found out that 30 percent of the first time, full-time college freshmen applied only to the college in which they have enrolled, 18 percent applied to one other, 17 percent to two others, 14 percent to three others and 20 percent to four or more schools beside the one attended (Astin, Korn & Riggs, 1993).

Influences on the School Decision Process

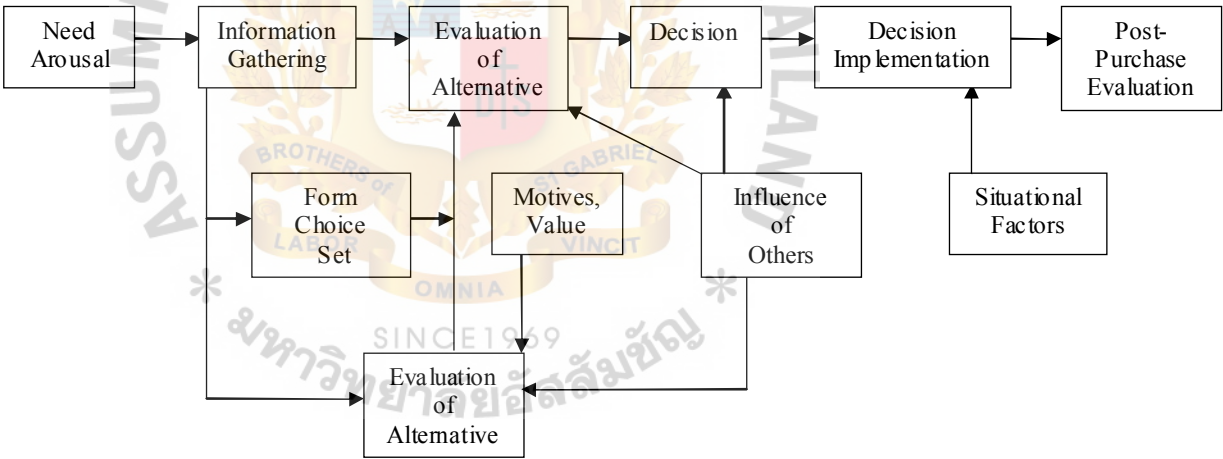
In making the decision for selecting a school, it is not only the student who has the full influence on the decision. There are many parties involved in the decision making process and have the influence on the school-choice decision. It is important to the school marketers to be keenly interested in knowing the major information about the influencers that prospective students will turn to. One way to understand the role of personal influence is within the context of roles in the decision process. Following are the five roles (Kotler and Fox, 1995):

- **Initiator:** The person who first suggests or thinks of the idea of enrolling in college or choosing a particular school.
- **Influencer:** A person whose views or advice carries some influence on the final decision and who express his or her opinions or presents information.
- **Decider:** A person who ultimately determines any part of the whole decision: whether to enroll, or when to enroll.
- **Purchaser:** The person who makes the actual purchase.
- **User:** The person who enrolls.

2.4 Relationship of the Independent Variables to the Dependent Variables

Decision making in terms of school choice involves the narrowing down of choices by identifying alternatives, determining evaluation criteria, and then applying the criteria to the alternatives to come to a choice. Since the objective is to identify the criteria high school students' use to narrow down their university selection, this decision making process would alter from a school-choice into a university-choice. However, for convenience, the word 'school' will be used in the place of 'university'. The following diagram shows the steps in highly complex decision making, which elaborate the steps shown in the preceding decision of university choice (Kotler and Fox, 1995).

FIGURE 2.2 : The Steps in Highly Complex Decision Making



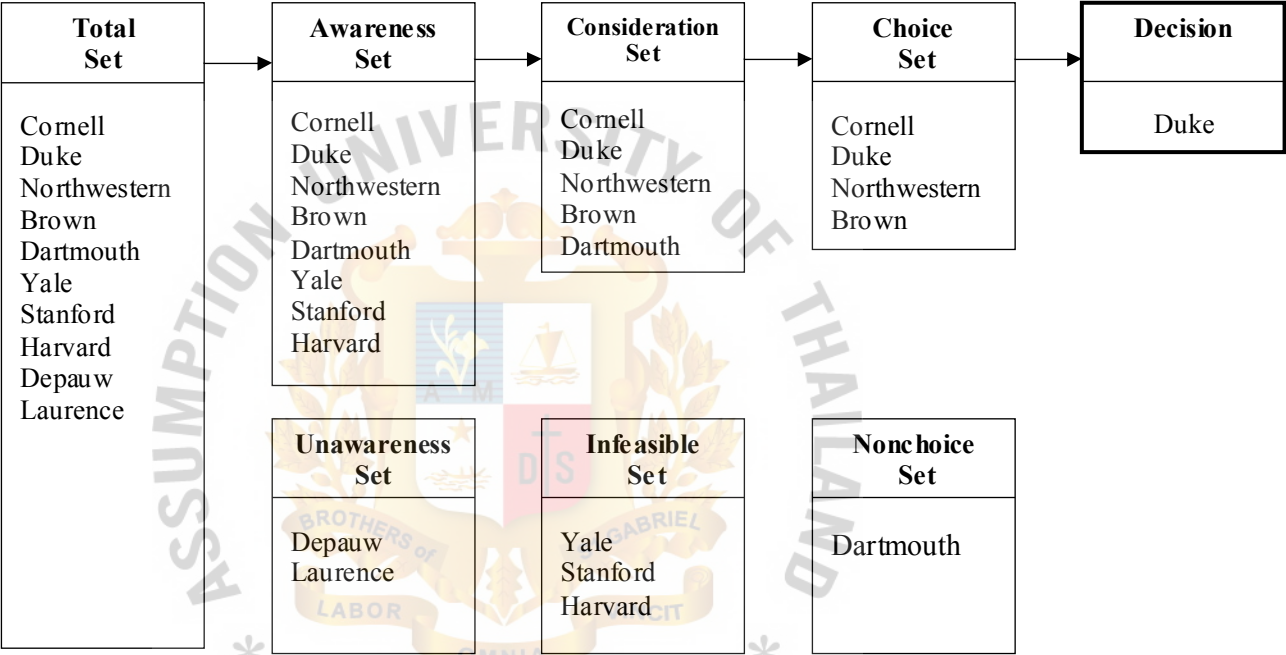
Source: Kotler and Fox, 1995 Strategic Marketing for Educational Institutions Prentice-Hall, Inc., New Jersey.

Forming the Choice of Set

Figure 2.3 below shows the student's successive set of schools which is classified into the total set, awareness set, consideration set and choice set. First, the total set is divided into the awareness and unawareness set. Kotler and Fox (1995) mentioned that the schools in the unawareness set will never be considered unless somehow they make their way into the awareness set. In addition, Mowen (1987)

defined the awareness set as the subset of the total universe of potential brands and products available, which consumers retrieve from the long term memory of those products and brands of which he or she is aware. On the other hand, unawareness is defined as a set consisting of those brands that the consumer can not recall from the long term memory or that were never placed into the long term memory.

FIGURE 2.3: Successive sets in Decision Making



Source: Kotler and Fox, 1995 Strategic Marketing for Educational Institutions Prentice-Hall, Inc., New Jersey.

Kotler and Fox (1995) gave an example of all the schools one person is aware of, in which one narrows the list down to a consideration set consisting of eight schools, since the person is not aware of Depauw and Laurence; they are neglected into the unawareness set. Then the person quickly decides that Yale, Stanford and Harvard are not feasible for to be considered in the future. The reason may be either the person feels that the academic record is not strong enough, or because the do not offer the preferred major. So the person moves to examine each of the five remaining schools in detail to decide where to apply. When the process moves on to the information gathering, Cornell, Duke, Northwestern and Brown are very appealing

and these become the choice set. Dartmouth is moved into the non-choice set. The person then applies the four schools in his choice set and is fortunate enough to be accepted at Duke. Duke thus becomes the final choice.

Information Gathering

People considering school undertakes varying degrees of information gathering, depending on their own level of need for information (Kotler and Fox, 1995). During the information gathering, some people jump into making a decision, while others take months and months weighing every piece of information. People may simply become more attentive to information about schools, noticing about schools and listening to friends discussing them. Other people may take an active information search, like seeking books on the subject, writing for catalogs, attending school fairs and meeting several times with the school counselors. The extensiveness of the search they undertake depends upon the strength of their motivations, the amount of information they initially have, the ease of obtaining the information and the satisfaction they get from the search process.

Establishing Selection Criteria

Turley and LeBlanc (1993) explained that during the information search and alternative analysis stage, consumers identify available alternatives, choose set of acceptable brands, and will only make purchases from these acceptable brands. This set of acceptable brands is identified as a consideration set.

Consumers choose one of these alternative brands in the evoked set by evaluating them on important or salient features or criteria, for example price and dealer reputation (Bateson, 1992). This matching of the evoked set by the salient features or criteria is called the decision matrix. The decision matrix is the number of brands in a consumer's evoked set and the number of salient criteria or features used to evaluate those brands.

Hawkins et. al (1989) mentioned that the number of evaluative criteria used by consumers varies with the complexity of the choice. When making routine decisions, very few decision criteria are used. When consumers make more complex decisions they tend to use numerous criteria. Throughout the narrowing process, people have been applying some criteria. They will seek to make their criteria more explicit as they go along, since they will have some hard decisions to make as they form their

choices and application sets. People will want to determine what factors to consider as the criteria in making their decisions, and relative values-importance weights that they will use to assess each school on each of the criteria.

Heuristics in Decision Making

Two broad categories of decision rules have been used to explain how consumers make choice among brand, and they are called as heuristics (Mowen, 1987). Heuristic can be compensatory and non compensatory choice. In compensatory models, all the information on the attributes of a brand are combined into an overall judgment about one's preference for the brand. In the opposite, in non compensatory models high ratings on some attribute may not compensate for low ratings on other attributes. Mowen further stated that each type of model is based on how consumers deal with information about the attributes of the brand under consideration for purchase. Kotler and Fox (1995) also explained that through the process of gathering information, the consumer forms a clearer picture of the major available choices. The consumer eliminates certain alternatives and moves towards making a choice among the few remaining alternatives.

The following six basic concepts are necessary to analyze the consumer evaluation process:

1. The notion of choice, which can be described as consisting of schools A, B and C.
2. The school attributes which can be assumed that each consumer sees a given school as consisting of one or more attributes. One direction approach is to ask consumers to name the factors they consider when deciding on which to join.
3. The consumer is assumed to have a set of perception about where each specific school stands on each attribute. The set of perceptions about a particular school is the image of the school.
4. The consumer is assumed to have a utility function for each attribute. The utility function describes the consumer's varying level of satisfaction with varying levels of attribute.
5. The consumer is assumed to value some school attributes more than others, attaching different importance weights to the various attributes (Myers and Alpert, 1976).

6. The consumer arrives at preferences about the school alternatives through some evaluation procedures shown as follows (Kotler and Fox, 1995):
- a. Jump-the-Hurdles Model: The student sets minimum attribute levels that will be considered, and drop those schools from the consideration that fall short on any attribute.
 - b. Either-Or Model: The student will consider schools that meet at least one minimum attribute level.
 - c. Tie-Breaking Model: The student will rank the attributed in order of importance and compare all the schools on most important attribute and choose the superior one.
 - d. Consumer Reports Model: The student lines up the major alternatives, rates each alternative from high to low, multiples each attribute rating by the importance weight of that attribute, and then selects the alternative that get the highest total rating.
 - e. My-Ideal Model: The student decides on the ideal level of each attribute.
 - f. Standout Model: Here the student might ignore attributes that may be important but are pretty much at the same level for all schools.

2.5 Previous Studies

2.5.1 An educational institution's quest for service quality: customers' perspective (Joseph, Yakhou and Stone, 2005): The purpose of the study is to assess some of the self-reported factors that students in the study used as choice in making their school selection. The results of this study were obtained by conducting a series of focus group involving incoming freshmen at a small liberal arts university located in the south eastern part of the U.S.A. The focus groups were conducted to obtain insight into the factors that led this particular group of freshmen to the school and, second, to determine what areas were not living up to their expectations. The author surveyed a large sample of 450 students from the incoming freshmen group using the questionnaire that was developed from the input obtained during the focus groups. Analysis of gap scores for the student population used in this study indicates

that the current gap does not consider their university a “quality” institution. Additionally, the importance-performance grid points towards a lack of perceived quality, as only two of the dimensions considered actually fall into the “keep up the good work” quadrant.

2.5.2 Identifying needs of potential students in tertiary education for strategy development (Joseph B. & Joseph M., 1998): The objective of the study was to indicate what factors the students in New Zealand take into consideration prior to choosing an education institution for further studies and the comparisons between the factors considered by the male and female. The data for this study was collected in two stages. Stage one involved collecting data from a series of focus group interviews. The second stage involved sending out a survey to a random sample of 300 final year high school students. The survey was mailed to the teacher in charge of senior courses who in turn distributed to the students. Amongst the five dimensions, which are cost of education, degree (content & structure), physical aspects, value of education and general factors, only one item under the general factors is least considered by the students, that is the “Peer and family influences”. The comparison of means between males and females did not reveal any significant difference except for two items “Good social life on campus” and “Academic value of degree offered”. Therefore both males and females place equal importance on the majority of the items, except that males put more importance to academic value and social like on campus.

2.5.3 Indonesian students’ perceptions of choice criteria in the selection of a tertiary institution: strategic implications (Joseph B. & Joseph M., 2000): The objective of the study was to indicate what factors the students in Indonesia take into consideration prior to choosing an education institution for further studies and the comparisons between the factors considered by the male and female. The first stage in the process involved an assessment of the appropriateness of the New Zealand university model in an Indonesian setting. A first step in this stage involved a series of focus groups using Indonesian overseas high school students attending school in New Zealand, to assess the appropriateness of the evaluation attributes found in the New Zealand study. The results of the focus groups indicated that these attributes were for an Indonesian student sample. The second stage involved surveying a random sample

of 200 students in the central part of Indonesia. Of questionnaires returned 110 were usable giving a response rate of 55 per cent. Male/female breakdown was 80 males and 30 females. The result showed that students placed a high degree of importance on all items in the five dimensions, which are cost of education, degree (content & structure), physical aspects, value of education and general factors, except for one item "Peer and family influences" under the general factors. However, the major difference between the result from New Zealand and Indonesia was that Indonesian females place more importance in reasonable entry requirements and information provided to choose area of study than their male.

2.5.4 Student satisfaction and quality of service in Italian universities (Petruzzellis L., D'Uggento A., Romanazzi S., 2006): In order to face the new competitive scenario, Italian universities are involved in a change process and are trying to adopt an entrepreneurial approach to better serve their customers/students. The purpose of this research aims to assess university performance by testing student satisfaction. It tries to provide universities with some solutions to improve its performance. The case of the University of Bari has been analysed by interviewing a random (but well stratified) sample of 1,147 students in order to test their satisfaction concerning services provided and quality perceived. Reasons why students decide to enroll at the University of Bari are also investigated. It was found out that universities have to concentrate their efforts on the improvement of quality of teaching and non-teaching services, in order to promptly respond to the target, and foster a stronger relationship with surrounding economic and productive systems. Student satisfaction at the University of Bari is higher for working students that are not interested in "additional" services. On the contrary, several improvements are perceived as urgent concerning non-core services provided, in which regular students are very interested.

2.5.5 International students' decision-making process (Cubillo J.M., Sánchez J., Cerviño J., 2006): The purpose of this research is to propose a theoretical model that integrates the different groups of factors which influence the decision-making process of international students, analyzing different dimensions of this process and explaining those factors which determine Spanish students' choice. A hypothetical model is presented which shows the purchase intention as an independent variable

dependent on five factors: personal reasons; the effect of country image, influenced by city image; institution image; and the evaluation of the program of study. The consideration, whether conscious or unconscious on the part of the prospective student, of the different elements making up the factors included in this study will determine the final choice made by that student. The limitations of this study stem from the nature of the study itself. As a theoretical model, it aims to integrate the factors identified in the existing literature. Thus, future research must try to examine the existing relationships among the aforementioned factors. In particular, it must analyze the weight of each factor on the purchase intention, and the relative importance of each element for the factor it belongs to. Therefore, determining the relative importance of each element and factor would constitute an important source of information for future work in international marketing.

2.5.6 A Study of Parental Decision Making and International School Choice

(Sirilertpornchai, 2003): The purpose of this study was to examine important school-choice attributes that parents used in choosing international schools for their children. The research objectives were shown as follows:

- To identify important school-choice attributes related to the parents' decision in choosing international schools for their children.
- To identify relationship between parents' demographic characteristics and school-choice attributes in choosing international schools for their children.
- To identify relationship between parents' expectation and school-choice attributes in choosing international schools for their children.

Survey method was used to collect data with the sample size of 382. The target population was parents residing in Bangkok who send their children to international schools in Bangkok. Based on the parents' mean responses it was found that the top five important school-choice attributes are quality of teachers, language medium in teaching, modern and up to date curriculum which scores was equal to security and learning environment. However, it can be concluded that parents view most school-choice attributes in this research as important when choosing international school for their children.

CHAPTER 3

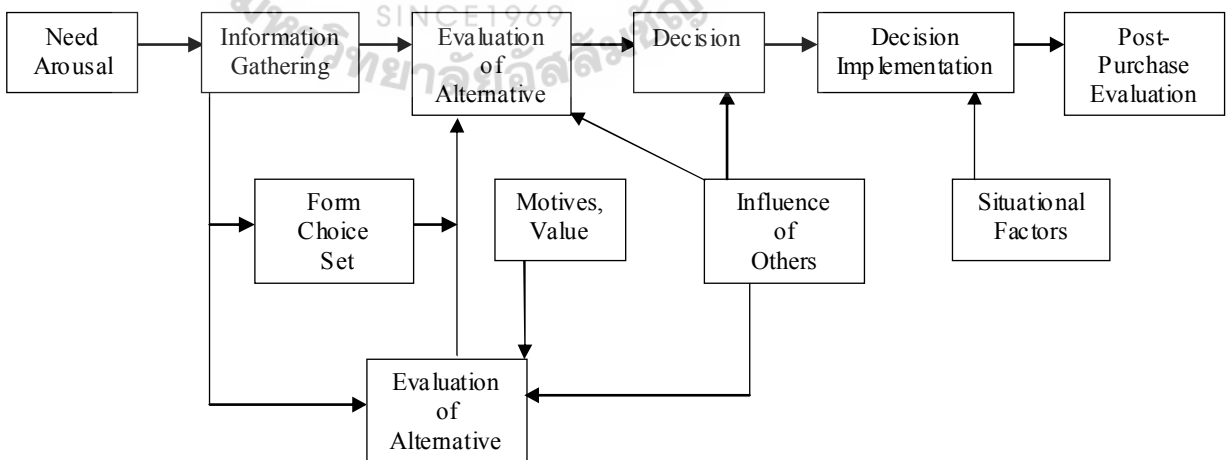
RESEARCH FRAMEWORKS

This chapter discusses the frameworks that are used in the research, including the theoretical framework and conceptual framework. The chapter also consists of another two sections, which are the research hypotheses and variable operationalization. The theoretical framework explains the theories used in this research which are drawn from the literature. The conceptual framework makes it easier for the researcher to explore the relationship of variables. The hypotheses are the statements specifying the relationship of variables that were tested in the research. In the last part, variable operationalization shows the translation of all variables and sub variables into action to form the basis of the questionnaire.

3.1 Theoretical Framework

Decision making in terms of school choice involves the narrowing down of choices by identifying alternatives, determining evaluation criteria, and then applying the criteria to the alternatives to come to a choice. Since the objective is to identify the criteria high school students' use to narrow down their university selection, Figure 3.1 shows the decision making process the students go through in making a choice.

FIGURE 3.1 : The Steps in Highly Complex Decision Making

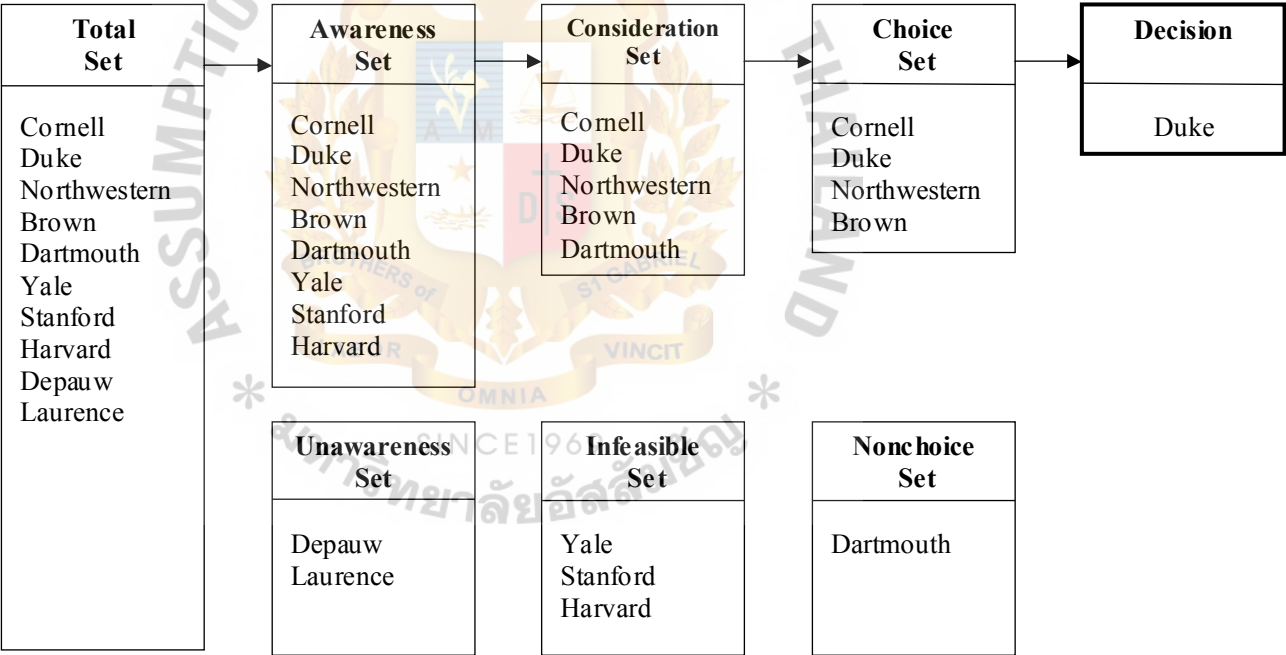


Source: Kotler and Fox, 1995 Strategic Marketing for Educational Institutions Prentice-Hall, Inc., New Jersey.

Forming the Choice of Set

Figure 3.2 below shows the student’s successive set of schools which is classified into the total set, awareness set, consideration set and choice set. First, the total set is divided into the awareness and unawareness set. Kotler and Fox (1995) mentioned that the schools in the unawareness set will never be considered unless somehow they make their way into the awareness set. In addition, Mowen (1987) defined the awareness set as the subset of the total universe of potential brands and products available, which consumers retrieve from the long term memory of those products and brands of which he or she is aware. On the other hand, unawareness is defined as a set consisting of those brands that the consumer can not recall from the long term memory or that were never placed into the long term memory.

FIGURE 3.2: Successive sets in Decision Making



Source: Kotler and Fox, 1995 Strategic Marketing for Educational Institutions Prentice-Hall, Inc., New Jersey.

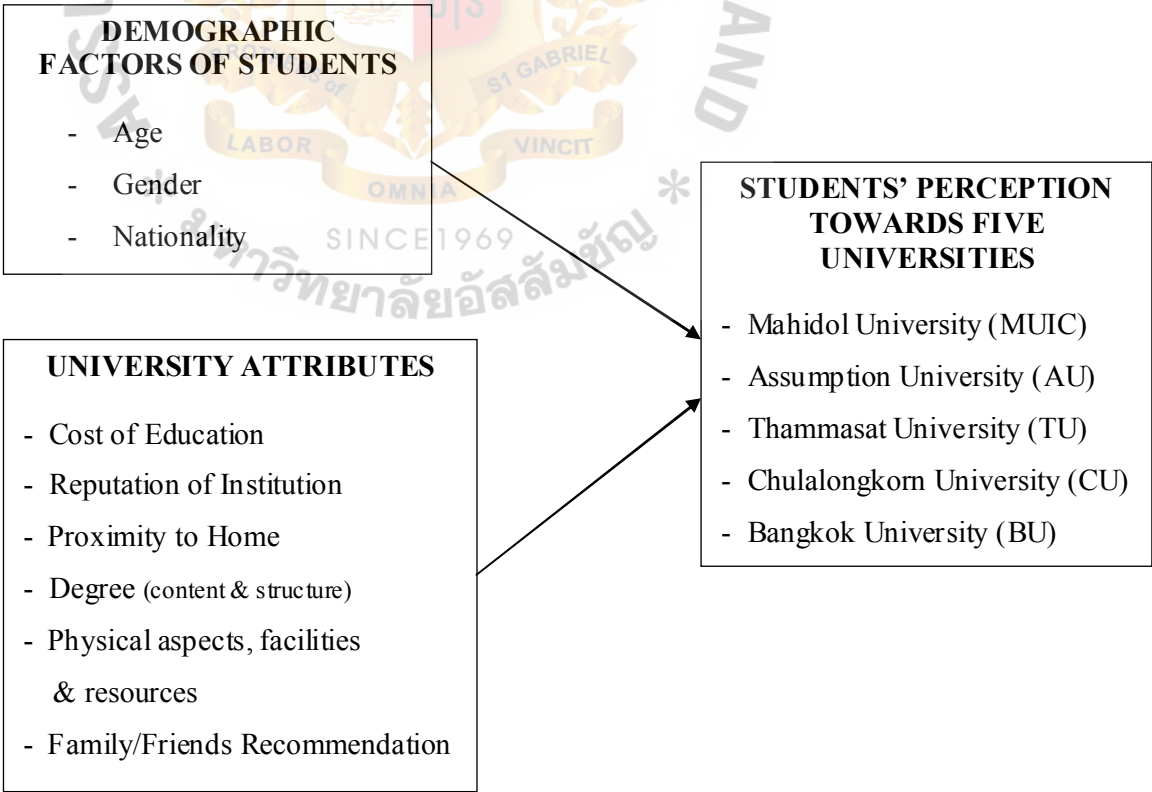
Kotler and Fox (1995) gave an example of all the schools one person is aware of, in which one narrows the list down to a consideration set consisting of eight schools. Then the person quickly decides that three of the schools are not feasible choices to be considered in the future. The reason may be either the person feels that

the academic record is not strong enough, or because they do not offer the preferred major. So the person moves to examine each of the five remaining schools in detail to decide where to apply. When the process moves on to the information gathering, a few schools are very appealing and these become the choice set. The person then applies to the four schools in his choice set and is fortunate enough to be accepted at three of them.

3.2 Conceptual Framework

The conceptual framework designed by the researcher consists of 2 independent variables and 1 dependent variable. The 2 independent variables are demographic factors of students and the university attributes. These independent variables are linked to the dependent variable being; the students' perception towards five universities offering international program. The sub-variables of the independent variables were discussed in the previous chapter, which is shown below in the diagram.

FIGURE 3.3: Conceptual Framework of the Research



3.3 Research Hypothesis

In this part, the hypotheses were set in order to measure the relationship between each variable described in relation to the framework. In this study, the hypotheses are separated into nine parts as shown below:

PART I: Difference between AGE and perception towards university for Bachelor degree programs

- H₀1: There is no difference between age of the students and perception towards Mahidol University for Bachelor degree programs.
- H_a1: There is a difference between age of the students and perception towards Mahidol University for Bachelor degree programs.
- H₀2: There is no difference between age of the students and perception towards Assumption University for Bachelor degree programs.
- H_a2: There is a difference between age of the students and perception towards Assumption University for Bachelor degree programs.
- H₀3: There is no difference between age of the students and perception towards Thammasat University for Bachelor degree programs.
- H_a3: There is a difference between age of the students and perception towards Thammasat University for Bachelor degree programs.
- H₀4: There is no difference between age of the students and perception towards Chulalongkorn University for Bachelor degree programs.
- H_a4: There is a difference between age of the students and perception towards Chulalongkorn University for Bachelor degree programs.
- H₀5: There is no difference between age of the students and perception towards Bangkok University for Bachelor degree programs.
- H_a5: There is a difference between age of the students and perception towards Bangkok University for Bachelor degree programs.

PART II: Difference between GENDER and perception towards university for Bachelor degree programs

H₀6: There is no difference between gender of the students and perception towards Mahidol University for Bachelor degree programs.

H_a6: There is a difference between gender of the students and perception towards Mahidol University for Bachelor degree programs.

H₀7: There is no difference between gender of the students and perception towards Assumption University for Bachelor degree programs.

H_a7: There is a difference between gender of the students and perception towards Assumption University for Bachelor degree programs.

H₀8: There is no difference between gender of the students and perception towards Thammasat University for Bachelor degree programs.

H_a8: There is a difference between gender of the students and perception towards Thammasat University for Bachelor degree programs.

H₀9: There is no difference between gender of the students and perception towards Chulalongkorn University for Bachelor degree programs.

H_a9: There is a difference between gender of the students and perception towards Chulalongkorn University for Bachelor degree programs.

H₀10: There is no difference between gender of the students and perception towards Bangkok University for Bachelor degree programs.

H_a10: There is a difference between gender of the students and perception towards Bangkok University for Bachelor degree programs.

PART III: Difference between NATIONALITY and perception of university towards Bachelor degree programs

H₀11: There is no difference between nationality of the students and perception towards Mahidol University for Bachelor degree programs.

H_a11: There is a difference between nationality of the students and perception towards Mahidol University for Bachelor degree programs.

H₀12: There is no difference between nationality of the students and perception towards Assumption University for Bachelor degree programs.

H_a12: There is a difference between nationality of the students and perception towards Assumption University for Bachelor degree programs.

H₀13: There is no difference between nationality of the students and perception towards Thammasat University for Bachelor degree programs.

H_a13: There is a difference between nationality of the students and perception towards Thammasat University for Bachelor degree programs.

H₀14: There is no difference between nationality of the students and perception towards Chulalongkorn University for Bachelor degree programs.

H_a14: There is a difference between nationality of the students and perception towards Chulalongkorn University for Bachelor degree programs.

H₀15: There is no difference between nationality of the students and perception towards Bangkok University for Bachelor degree programs.

H_a15: There is a difference between nationality of the students and perception towards Bangkok University for Bachelor degree programs.

PART IV: Relationship between COST OF EDUCATION and perception towards university for Bachelor degree programs

H₀16: There is no relationship between cost of education and perception towards Mahidol University for Bachelor degree programs.

H_a16: There is a relationship between cost of education and perception towards Mahidol University for Bachelor degree programs.

H₀17: There is no relationship between cost of education and perception towards Assumption University for Bachelor degree programs.

H_a17: There is a relationship between cost of education and choice of Assumption University for Bachelor degree programs.

H₀18: There is no relationship between cost of education and perception towards Thammasat University for Bachelor degree programs.

H_a18: There is a relationship between cost of education and perception towards Thammasat University for Bachelor degree programs.

H₀19: There is no relationship between cost of education and perception towards Chulalongkorn University for Bachelor degree programs.

H_a19: There is a relationship between cost of education and perception towards Chulalongkorn University for Bachelor degree programs.

H₀20: There is no relationship between cost of education and perception towards Bangkok University for Bachelor degree programs.

H_a20: There is a relationship between cost of education and perception towards Bangkok University for Bachelor degree programs.

PART V: Relationship between REPUTATION OF INSTITUTION and perception towards university for Bachelor degree programs

H₀21: There is no relationship between reputation of institution and perception towards Mahidol University for Bachelor degree programs.

H_a21: There is a relationship between reputation of institution and perception towards Mahidol University for Bachelor degree programs.

H₀22: There is no relationship between reputation of institution and perception towards Assumption University for Bachelor degree programs.

H_a22: There is a relationship between reputation of institution and perception towards Assumption University for Bachelor degree programs.

H₀23: There is no relationship between reputation of institution and perception towards Thammasat University for Bachelor degree programs.

H_a23: There is a relationship between reputation of institution and perception towards Thammasat University for Bachelor degree programs.

H_o24: There is no relationship between reputation of institution and perception towards Chulalongkorn University for Bachelor degree programs.

H_a24: There is a relationship between reputation of institution and perception towards Chulalongkorn University for Bachelor degree programs.

H_o25: There is no relationship between reputation of institution and perception towards Bangkok University for Bachelor degree programs.

H_a25: There is no relationship between reputation of institution and perception towards Bangkok University for Bachelor degree programs.

PART VI: Relationship between PROXIMITY TO HOME and perception towards university for Bachelor degree programs

H_o26: There is no relationship between proximity to home and perception towards Mahidol University for Bachelor degree programs.

H_a26: There is a relationship between proximity to home and perception towards Mahidol University for Bachelor degree programs.

H_o27: There is no relationship between proximity to home and perception towards Assumption University for Bachelor degree programs.

H_a27: There is a relationship between proximity to home and perception towards Assumption University for Bachelor degree programs.

H_o28: There is no relationship between proximity to home and perception towards Thammasat University for Bachelor degree programs.

H_a28: There is a relationship between proximity to home and perception towards Thammasat University for Bachelor degree programs.

H₀29: There is no relationship between proximity to home and perception towards Chulalongkorn University for Bachelor degree programs.

H_a29: There is a relationship between proximity to home and perception towards Chulalongkorn University for Bachelor degree programs.

H₀30: There is no relationship between proximity to home and perception towards Bangkok University for Bachelor degree programs.

H_a30: There is a relationship between proximity to home and perception towards Bangkok University for Bachelor degree programs.

PART VII: Relationship between DEGREE OF THE COURSES and perception towards university for Bachelor degree programs

H₀31: There is no relationship between degree of the courses and perception towards Mahidol University for Bachelor degree programs.

H_a31: There is a relationship between degree of the courses and perception towards Mahidol University for Bachelor degree programs.

H₀32: There is no relationship between degree of the courses and perception towards Assumption University for Bachelor degree programs.

H_a32: There is a relationship between degree of the courses and perception towards Assumption University for Bachelor degree programs.

H₀33: There is no relationship between degree of the courses and perception towards Thammasat University for Bachelor degree programs.

H_a33: There is a relationship between degree of the courses and perception towards Thammasat University for Bachelor degree programs.

H₀34: There is no relationship between degree of the courses and perception towards Chulalongkorn University for Bachelor degree programs.

H_a34: There is a relationship between degree of the courses and perception towards Chulalongkorn University for Bachelor degree programs.

H₀35: There is no relationship between degree of the courses and perception towards Bangkok University for Bachelor degree programs.

H_a35: There is a relationship between degree of the courses and perception towards Bangkok University for Bachelor degree programs.

PART VIII: Relationship between PHYSICAL ASPECTS, FACILITIES & RESOURCES and perception towards university for Bachelor degree programs

H₀36: There is no relationship between physical aspects, facilities & resources and perception towards Mahidol University for Bachelor degree programs.

H_a36: There is a relationship between physical aspects, facilities & resources and perception towards Mahidol University for Bachelor degree programs.

H₀37: There is no relationship between physical aspects, facilities & resources and perception towards Assumption University for Bachelor degree programs.

H_a37: There is a relationship between physical aspects, facilities & resources and perception towards Assumption University for Bachelor degree programs.

H₀38: There is no relationship between physical aspects, facilities & resources and perception towards Thammasat University for Bachelor degree programs.

H_a38: There is a relationship between physical aspects, facilities & resources and perception towards Thammasat University for Bachelor degree programs.

H₀39: There is no relationship between physical aspects, facilities & resources and perception towards Chulalongkorn University for Bachelor degree programs.

H_a39: There is a relationship between physical aspects, facilities & resources and perception towards Chulalongkorn University for Bachelor degree programs.

H₀40: There is no relationship between physical aspects, facilities & resources and perception towards Bangkok University for Bachelor degree programs.

H_a40: There is a relationship between physical aspects, facilities & resources and perception towards Bangkok University for Bachelor degree programs.

**PART IX: Relationship between FAMILY/FRIENDS RECOMMENDATION
and perception towards university for Bachelor degree programs**

H₀41: There is no relationship between family/friends recommendation and perception towards Mahidol University for Bachelor degree programs.

H_a41: There is a relationship between family/friends recommendation and perception towards Mahidol University for Bachelor degree programs.

H₀42: There is no relationship between family/friends recommendation and perception towards Assumption University for Bachelor degree programs.

H_a42: There is a relationship between family/friends recommendation and perception towards Assumption University for Bachelor degree programs.

H₀43: There is no relationship between family/friends recommendation and perception towards Thammasat University for Bachelor degree programs.

H_a43: There is a relationship between family/friends recommendation and perception towards Thammasat University for Bachelor degree programs.

H₀44: There is no relationship between family/friends recommendation and perception towards Chulalongkorn University for Bachelor degree programs.

H_a44: There is a relationship between family/friends recommendation and perception towards Chulalongkorn University for Bachelor degree programs.

H₀45: There is no relationship between family/friends recommendation and perception towards Bangkok University for Bachelor degree programs.

H_a45: There is a relationship between family/friends recommendation and perception towards Bangkok University for Bachelor degree programs.

3.4 Concepts and Variable Operationalization

TABLE 3.1: Dependent Variable

CONCEPT	CONCEPTUAL DEFINITION	OPERATIONAL COMPONENT	LEVEL OF MEASUREMENT
Perception of students' toward universities for Bachelor degree programs	The international school students' perception of University for Bachelor degree in International program.	Choice of University between: <ul style="list-style-type: none">- Mahidol University- Assumption University- Thammasat University- Chulalongkorn University- Bangkok University	Interval Scale (Likert Scale)

TABLE 3.2: Independent Variables

CONCEPT	CONCEPTUAL DEFINITION	OPERATIONAL COMPONENT	LEVEL OF MEASUREMENT
<u>Demographic</u> GENDER	Classification of sex	<ul style="list-style-type: none">- Male- Female	Nominal Scale
AGE	The age of students in the last year of school should be at least 15 and most probably not more than 20 years	<ul style="list-style-type: none">- Below 15- 15-16- 17-18- 19-20- Above 20	Ordinal Scale
NATIONALITY	Basically the country of origin where the students belong to	<ul style="list-style-type: none">- Africa- Asia – Oceania- Americas- Europe- Others	Nominal Scale
<u>Attributes</u> COST OF EDUCATION	The fees that student has to pay to the university throughout 4 years Bachelor course	<ul style="list-style-type: none">- Reasonable amount of money to invest for studies	Interval Scale (Likert Scale)

REPUTATION OF INSTITUTION	It is a social evaluation of the public toward the university in terms of the education view point	<ul style="list-style-type: none"> - A reputable degree program - Degrees offered are known for their academic value <i>(Academic Value refers to the usefulness of the degree after completion)</i>	Interval Scale (Likert Scale)
PROXIMITY TO HOME	The distance from the university to home	<ul style="list-style-type: none"> - Ideal location - Transportation is convenient 	Interval Scale (Likert Scale)
DEGREE (Content & Structure)	The content and structure relating to the degree course	<ul style="list-style-type: none"> - Provides a wide range of courses - Entry requirement is reasonable 	Interval Scale (Likert Scale)
PHYSICAL ASPECTS, FACILITIES & RESOURCES	The facilities and resources that the university provides to the students	<ul style="list-style-type: none"> - Conducive environment - Social life on campus 	Interval Scale (Likert Scale)
FAMILY/ FRIENDS RECOMMENDATION	The suggestions and recommendation provided to the students by their family and friends	<ul style="list-style-type: none"> - Family Opinion - Friends' interest in joining the university 	Interval Scale (Likert Scale)

CHAPTER 4

RESEARCH METHODOLOGY

This chapter describes the research methodology used to analyze the data collected to this study in order to achieve the research objectives of the study. The chapter discusses the method of research, respondents, sampling procedure, instrument used, data collection procedures, and statistical treatment of data.

4.1 Research Method

The method of research used is descriptive research which is designed to describe characteristics of a population or phenomenon (Zikmund, 1994). The purpose of this research is to examine the difference between students' demographic characteristics and the choice of university. Beside the research also investigated the relationship between the university choice attributes and the choice of university for bachelor degree programs.

The results of this data was obtained by conducting a survey. This type of method is commonly used in gathering information about people's attitudes, beliefs and opinions. Survey research allows for data produced from small population samples to be generalized to the entire group (Schumacher & McMillan, 1993).

4.2 Respondents and Sampling Procedures

4.2.1 Target Population

The target population is the international school students in the last year of school who were seeking information on universities in which to continue their studies. The researcher obtained the number of the last year students from the administration office of the schools. The total number of students in each school was listed in the school's website, but in certain cases where data were not available in the website, the researcher also asked for information from the administration office of the schools. The total number of grade 12/ year 13 students in international schools in Bangkok in year 2006 is **711 students** (ISAT).

4.2.2 Sample Size

Sample size is the number of observations or cases taken from a population. For this research, the sample size was calculated by using the theoretical sample sizes for different sizes of the population at a 95 percent level of certainty.

TABLE 4.1: Theoretical sample sizes for different sizes of population and a 95 percent level of certainty

Population	Required Sample for Tolerance Error of			
	5%	4%	3%	2%
100	79	85	91	96
500	217	272	340	413
1,000	277	375	516	705
5,000	356	535	879	1,622
50,000	381	593	1,044	2,290
100,000	382	596	1,055	2,344
1,000,000	384	599	1,065	2,344
25,000,000	384	600	1,067	2,400

Source: Anderson G., Fundamentals of Educational Research, 1996 p.202

Based on the number of students as the population at 711, the sample size in this research is 277 respondents.

4.2.3 Sampling Procedure

The list below has 12 international schools that operate till grade 12 with the American school system, and year 13 with the British school system. The researcher only included the schools that offer education up to senior high levels since the target population is the students in the last year at international schools who are targeting one of the five listed universities. Thus there are 12 international schools of that will be the research' population.

TABLE 4.2: International high schools that operate till Grade 12/ Year 13 in Bangkok and the number of students

SCHOOL NAME	NUMBER OF STUDENTS IN GRADE 12/ YEAR 13
American School of Bangkok	25
Bangkok Patana School	101
Ekamai International School	85
Harrow International School	40
International School Bangkok	73
New International School of Thailand	85
Ramkhamhaeng Advent International School	15
Ruamrudee International School	168
St. John's International School	37
Thai-Chinese International School	15
Thai-Sikh International School	55
The Regent's School-Bangkok	12

In this research, the multi-stage sampling procedure was applied. The first stage of procedure used judgment or purposive sampling technique. As stated earlier, the researcher selected 12 international schools including only those with grade 12 or year 13.

In the second stage, the simple random technique was applied. With this technique, the researcher drew a random number of 6 schools by drawing lots from a box in which all 12 schools were placed.

TABLE 4.3: Randomly selected schools and the number of students in the last year of school

SCHOOL NAME	NUMBER OF STUDENTS IN GRADE 12/YEAR 13
Bangkok Patana School	101
Ekamai International School	85
New International School of Thailand	80
Ruamrudee International School	168
Harrow International School	40
Thai-Sikh International School	54

The total number of students in the last year from the selected six schools is **528**. In the third stage, the proportional stratified sample was applied. The number of sampling units drawn from each stratum is in proportion to the relative population size of each stratum. The number of respondents from each school was calculated from the formula as follows:

No. of respondents in each school = No. of students in the last year of the school $\times \frac{277}{528}$

TABLE 4.4: Number of respondents from each school using the above formula

SCHOOL NAME	NUMBER OF RESPONDENTS
Bangkok Patana School	53
Ekamai International School	45
New International School of Thailand	42
Ruamrudee International School	88
Harrow International School	21
Thai-Sikh International School	28

4.3 Research Instrument/ Questionnaire

4.3.1 Questionnaire

One of the most commonly applied techniques used to obtain information from research subject is a questionnaire (Schumacher & McMillan, 1993). In this educational research, questionnaire was used as a tool to gather information from the last year students in international schools. For this research, the researcher used the self administered questionnaire, a survey in which the respondents takes responsibility for reading and answering the questions. The questionnaire was developed and divided into 3 sections. However the questionnaire started with the screener question that asked the student if they would choose from among one of the five listed universities. The survey would end if the answer to the question is 'no' otherwise the survey would continue. The first section was the closed end questions regarding the students' perception towards the five universities for each attribute. Five points Likert-scales was used to indicate the degree assigned by the students as following:

- | | | |
|---|---|---------------------|
| 1 | = | “Strongly disagree” |
| 2 | = | “Disagree” |
| 3 | = | “Neutral” |
| 4 | = | “Agree” |
| 5 | = | “Strongly agree” |

The second part of the questionnaire deals with the overall perception of students toward the universities with 1 question being a closed end question using the Likert-scale and 1 question being the open end where the students could suggest about other attributes that could be important for their perception towards the universities.

In the third part of the questionnaire the questions were based on the demographic characteristics of the students regarding their age, gender and nationality. In this section multiple choices were used.

The strength of relationship between universities' attributes and students' perception towards the university were also tested. The correlation of Pearson Correlation Coefficient was interpreted whether its weak, moderate and strong based on the following table:

TABLE 4.5: Pearson Correlation Coefficient

Correlation (r)	Interpretation
1	Perfect positive Liner association
0	No liner association
-1	Perfect negative liner association
0.09 to 0.99	Very high (very strong) positive correlation
0.70 to 0.89	High (strong) positive correlation
0.4 to 0.69	Medium (moderate) positive correlation
0 to 0.39	Low (weak) positive correlation
0 to -0.39	Low (weak) negative correlation
-0.40 to -0.69	Medium (moderate) positive correlation
-0.70 to -0.89	High (strong) negative correlation
-0.90 to -0.99	Very high (very strong) negative correlation

Source: Hussey and Hussey (1997). *Business Research: A Practical Guide for Undergraduate and Postgraduate Students*. London: Macmillan Press, p. 227.

4.3.2 Pretest

The pretest questionnaires were distributed to avoid any problem of the respondents from misunderstanding the questions, skipping a series of questions or misinterpreting the instructions or the meaning of the questions while answering the questions. With the pretest, any mistakes that are shown can be pre-corrected before distributing the complete set of questionnaires.

The sample size of this pretest is 30 questionnaires. Vanichbuncha (2001) mentioned that the number of respondents in the pretest or pilot survey should be at least 25 samples. The pretest was conducted in 2 out of the 6 schools; Ekamai International School and Thai Sikh International School. Fifteen sets of questionnaires were distributed to the last grade of each school from May 23, 2006 to May 25, 2006. The data collected was analyzed by the SPSS program and the reliability analysis was done by using the Cronbach's Coefficient Alpha scales. In general, Cronbach's Coefficient Alpha Value has to be above 0.60 to be considered acceptable (Sekaran, 1992). Table 4.5 below shows the reliability alpha score of each attribute that is asked in the questionnaire.

TABLE 4.6: Reliability test of each attribute

ATTRIBUTE	Cronbach's Coefficient Alpha
Cost of Education	0.6799
Reputation of Institutions	0.6378
Proximity to Home	0.6318
Degree (Content & Structure)	0.8448
Physical Aspects, Facilities & Resources	0.8298
Family/ Friends Recommendation	0.7040

4.4 Collection of Data/ Gathering Procedures

The researcher gathered information in this study from 2 sources, the primary data and the secondary data. Since Zikmund (1994) stated that survey provide a quick, inexpensive, efficient and accurate mean of assessing information about the population. Therefore the methodology used for this research to gather the primary data was a survey, a research technique in which information was gathered from a sample of people by use of a questionnaire. The process of primary data collection took approximately 2 weeks, from June 22, 2006 till the July 2, 2006. The researcher requested for the schools' co-operation, which they were fully supportive. Each school assigned one student in the last year to distribute the questionnaire to the class mates and the answered questionnaires were returned to the assigned student. The researcher then collected the questionnaires from the representative student from each school.

TABLE 4.7: Period of data collection

TASK	PERIOD OF TIME
Distribution of the Questionnaires	June 22 till June 26, 2006
Collection of the Questionnaires	June 29 till July 2, 2006

Secondary data was used as a review to clarify issues in the early stages of the research effort. Since Zikmund (1994) explained that secondary data is the data that

has been previously collected for some project other than the one at hand, therefore secondary data is efficient for early researches and information collection regarding the research field. Secondary data was derived from many sources such as educational articles and journal, educational and marketing textbooks, the Internet and the International Schools Association of Thailand.

4.5 Statistical Treatment of Data

The collected data was summarized and analyzed into a readable and interpretable format. The appropriate technique used in this study is the Statistic Package Social Science (SPSS) program. The descriptive, correlational and inferential statistical procedures were used to interpret all the data. Inferential statistics such as means and standard deviation was used. ANOVA was used to test the difference between the students' demographic characteristics and their choice of university. Moreover, Pearson correlation coefficient will also be chosen for testing the relationship between the attributes toward university choice and the students' choice of university for bachelor degree.

Descriptive Analysis

Descriptive analysis refers to the transformation of the raw data into a form that make them easy to understand and easy to interpret. Describing response of observations is typically the first form of analysis. The calculation of averages, frequency distributions, and percentage distributions are the most common form of summarizing data (Zikmund, 1994). Descriptive analysis was used to summarize the demographic data of the students.

Analysis of Variance (ANOVA)

Analysis of the effects of one treatment variable on an interval scale or ratio scale dependent variable. It is a technique to determine if statistically significant differences of means occur between two or more groups (Zikmund, 1994). The test statistical for ANOVA is the F ratio. It compares the variance from 2 sources including the variance of between-group mean and within-group mean as follows: (Cooper & Schindler, 2001).

$$F = \frac{\text{Between- group variance}}{\text{Within- group variance}} = \frac{\text{Mean square between-group}}{\text{Mean square within-group}}$$

$$\text{Mean square between-group} = \frac{\text{Sum of square between-group}}{\text{Degree of freedom between-group}}$$

(Degree of freedom between-group = c-1)

$$\text{Mean square within-group} = \frac{\text{Sum of square within-group}}{\text{Degree of freedom within-group}}$$

(Degree of freedom within-group = cn-c)

Where;

c = number of groups

n = number of observations in a group

In this research, the dependent variable i.e., choice of university for bachelor degree, was measured with the interval scale. Therefore, ANOVA was chosen to test the difference between the demographic variables and the choice of university for bachelor degree.

Pearson Correlation Technique

Pearson Correlation Technique (r) is the most widely used statistical technique that summarizes the strength of the relationship between metric (interval or ratio scale) variables, say X and Y. It is an index used to determine whether a linear or straight-line relationship exists between X and Y. It indicates the degree to which the variation in one variable X, is related to the variation in another variable, Y. Pearson Correlation Coefficient can be calculated as follows (Malhotra, 1999).

$$r_{xy} = r_{yx} = \frac{\sum (X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{\sum (X_i - \bar{X})^2 \sum (Y_i - \bar{Y})^2}}$$

where the symbol \bar{X} and \bar{Y} represent the sample means of X and Y, respectively.

The correlation coefficient (r) ranges from +1.0 to -1.0. If the value of r is 1.0, there is a perfect positive linear (straight line) relationship. If the value of r is -1.0, a

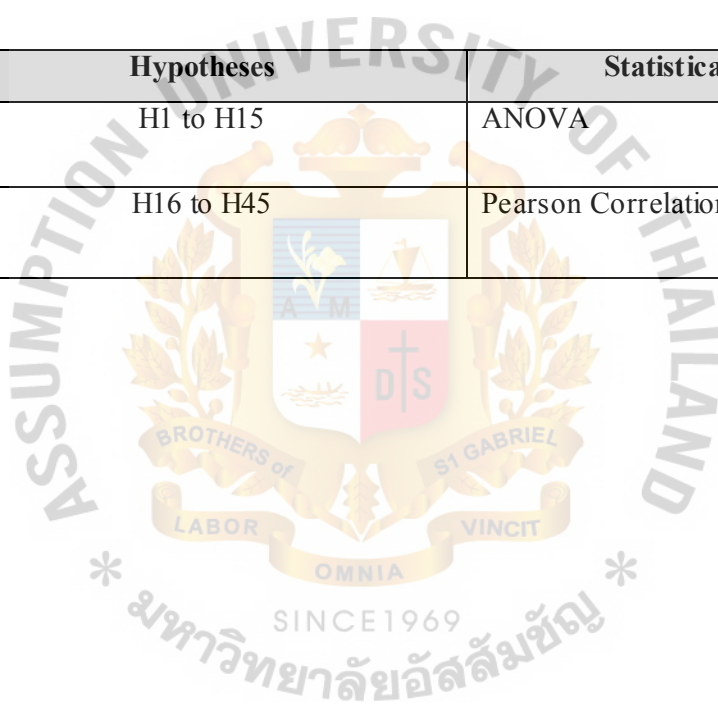
perfect negative linear relationship or a perfect inverse relationship is indicated. No correlation is indicated if $r = 0$.

The independent variable i.e, the attributes toward university choice and the dependent variable, choice of university for Bachelor degree are both measured with the interval scale, therefore Pearson Correlation Coefficient is used to test the relationship between the independent and the dependent variables.

Table 4.7 below shows the summary of the statistical test for the hypotheses in this research:

TABLE 4.8: Statistical test for each hypothesis

Hypotheses	Statistical Test Used
H1 to H15	ANOVA
H16 to H45	Pearson Correlation Coefficient



CHAPTER 5
PRESENTATION OF DATA AND CRITICAL DISCUSSION OF RESULTS

This chapter presents the results of the data analysis according to the procedure discussed in the previous chapter. The analysis of results is based on the data collected from students in the last year of the randomly selected international schools. This chapter was separated into three sections. The first section contains data on questionnaires distributed and response rate. The second section shows the descriptive analysis of demographic data of respondents such as age, gender and nationality of the students. The last section is hypothesis testing which is classified into two parts; Part I to III test the difference between the perception of the 5 international universities and the demographic variables, and Part IV to Part IX test the relationship between the attributes of university choice and the perception of students toward the 5 universities.

5.1 Population Break down Analysis

TABLE 5.1: Questionnaires Distributed and Returned

Questionnaires	Cases	Percentage (%)
Questionnaires distributed	320	100
Questionnaires returned	295	92.2
Invalid questionnaires	18	6.1
Total Valid Questionnaire	277	86.5

Out of the 320 questionnaires that were distributed, 92.2% was returned to the researcher. The invalid questionnaires turned out to be 18 out of the 295 returned, thus ending up with the response rate of 86.5%.

5.2 Descriptive Analysis of Demographic Factors

5.2.1 GENDER

TABLE 5.2: Analysis of Gender by using Frequency and Percentage

GENDER					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	121	43.7	43.7	43.7
	Female	156	56.3	56.3	100.0
	Total	277	100.0	100.0	

Table 5.2 shows the gender group of the respondents. Out of the 277 respondents, 43.7% or 121 respondents were male and 56.3% or 156 respondents were female.

5.2.2 AGE

TABLE 5.3: Analysis of Age Levels by using Frequency and Percentage

AGE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 15	3	1.1	1.1	1.1
	15 - 16	75	27.1	27.1	28.2
	17 - 18	161	58.1	58.1	86.3
	19 - 20	37	13.4	13.4	99.6
	Above 20	1	.4	.4	100.0
	Total	277	100.0	100.0	

Table 5.3 shows the age levels of the respondents. There were only 3 respondents below 15 years old and 1 respondent who was above 20. The majority of the students were aged between 17 and 18 at 58.1% of the total. Other 27.1% or 75 students were aged between 15 to 16 and 13.4% or 37 students were aged between 19 and 20. Thus, the majority of students in Grade 12 were aged at 18 and below.

5.2.3 NATIONALITY

TABLE 5.4: Analysis of Nationality Groups by using Frequency and Percentage

NATIONALITY					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Africa	14	5.1	5.1	5.1
	Asia -	215	77.6	77.6	82.7
	Oceania				
	Americas				
	Europe	19	6.9	6.9	99.3
	Others	2	.7	.7	100.0
	Total	277	100.0	100.0	

Table 5.4 shows that majority of the students at 77.6% or 215 out of 277 students were Asians, Australian and New-Zealander. There were 14 students who were Africans, 19 students were Europeans and 27 students were Americans.

5.3 Hypothesis Testing

5.3.1 PART I: Difference between AGE and perception towards university for Bachelor degree programs

Hypothesis 1

- H₀1: There is no difference between age of the students and perception towards Mahidol University for Bachelor degree programs.
- H_a1: There is a difference between age of the students and perception towards Mahidol University for Bachelor degree programs.

TABLE 5.5: Difference between age of the students and perception towards Mahidol University for Bachelor degree programs by using ANOVA

ANOVA					
OVERALL (MU)					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.272	4	1.568	1.918	.108
Within Groups	222.421	272	.818		
Total	228.693	276			

The Analysis of Variance in Table 5.5 showed that the sig. at 0.108 is greater than 0.05 ($0.108 > 0.05$). It means that the null hypothesis was *failed to reject*. Then, it indicates that there is no difference between age of the students and perception towards Mahidol University for Bachelor degree programs at the 0.05 significance level.

Hypothesis 2

H₀₂: There is no difference between age of the students and perception towards Assumption University for Bachelor degree programs.

H_{a2}: There is a difference between age of the students and perception towards Assumption University for Bachelor degree programs.

TABLE 5.6: Difference between age of the students and perception towards Assumption University for Bachelor degree programs by using ANOVA

ANOVA					
OVERALL (AU)					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	18.822	4	4.706	4.415	.002
Within Groups	289.878	272	1.066		
Total	308.700	276			

The Analysis of Variance in Table 5.6 showed that the sig. at 0.002 is lesser than 0.05 ($0.002 < 0.05$). It means that the null hypothesis was *rejected*. Then, it indicates that there is a difference between age of the students and perception towards Assumption University for Bachelor degree programs at the 0.05 significance level.

Hypothesis 3

H₀₃: There is no difference between age of the students and perception towards Thammasat University for Bachelor degree programs.

H_{a3}: There is a difference between age of the students and perception towards Thammasat University for Bachelor degree programs.

TABLE 5.7: Difference between age of the students and perception towards Thammasat University for Bachelor degree programs by using ANOVA

ANOVA

OVERALL (TU)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.592	4	2.148	2.976	.020
Within Groups	196.317	272	.722		
Total	204.910	276			

The Analysis of Variance in Table 5.7 showed that the sig. at 0.02 is lesser than 0.05 ($0.02 < 0.05$). It means that the null hypothesis was *rejected*. Then, it indicates that there is a difference between age of the students and perception towards Thammasat University for Bachelor degree programs at the 0.05 significance level.

Hypothesis 4

H₀4: There is no difference between age of the students and perception towards Chulalongkorn University for Bachelor degree programs.

H_a4: There is a difference between age of the students and perception towards Chulalongkorn University for Bachelor degree programs.

TABLE 5.8: Difference between age of the students and perception towards Chulalongkorn University for Bachelor degree programs by using ANOVA

ANOVA

OVERALL (CU)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.500	4	1.625	1.809	.127
Within Groups	244.287	272	.898		
Total	250.787	276			

The Analysis of Variance in Table 5.8 showed that the sig. at 0.127 is greater than 0.05 ($0.127 > 0.05$). It means that the null hypothesis was *failed to reject*. Then, it indicates that there is no difference between age of the students and perception towards Chulalongkorn University for Bachelor degree programs at the 0.05 significance level.

Hypothesis 5

H₀5: There is no difference between age of the students and perception towards Bangkok University for Bachelor degree programs.

H_a5: There is a difference between age of the students and perception towards Bangkok University for Bachelor degree programs.

TABLE 5.9: Difference between age of the students and perception towards Bangkok University for Bachelor degree programs by using ANOVA

ANOVA					
OVERALL (BU)					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.911	4	2.978	2.721	.030
Within Groups	297.648	272	1.094		
Total	309.560	276			

The Analysis of Variance in Table 5.9 showed that the sig. at 0.03 is lesser than 0.05 (0.03<0.05). It means that the null hypothesis was *rejected*. Then, it indicates that there is a difference between age of the students and perception towards Thammasat University for Bachelor degree programs at the 0.05 significance level.

5.3.2 PART II: Difference between GENDER and perception towards university for Bachelor degree programs

Hypothesis 6

H₀6: There is no difference between gender of the students and perception towards Mahidol University for Bachelor degree programs.

H_a6: There is a difference between gender of the students and perception towards Mahidol University for Bachelor degree programs.

TABLE 5.10: Difference between gender of the students and perception towards Mahidol University for Bachelor degree programs by using Independent Samples t Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
OVERALL (MU)	Equal variances assumed	1.530	.217	1.167	275	.244	.1286	.11020	-.08836	.34551
	Equal variances not assumed			1.178	266.096	.240	.1286	.10919	-.08640	.34356

The analysis of paired sample t-test in Table 5.10 showed that the sig. (2-tailed test) is equal to 0.244 which is greater than 0.05 ($0.244 > 0.05$). It means that the null hypothesis was *failed to reject*. Thus, it can explain that there is no difference in gender of the students and perception towards Mahidol University for Bachelor degree programs at the 0.05 significance level.

Hypothesis 7

H₀₇: There is no difference between gender of the students and perception towards Assumption University for Bachelor degree programs.

H_{a7}: There is a difference between gender of the students and perception towards Assumption University for Bachelor degree programs.

TABLE 5.11: Difference between gender of the students and perception towards Assumption University for Bachelor degree programs using Independent Samples t Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
OVERALL (AU)	Equal variances assumed	.062	.804	-.342	275	.732	-.0439	.12832	-.29653	.20870
	Equal variances not			-.343	259.106	.732	-.0439	.12819	-.29634	.20851

assumed									
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The analysis of paired sample t-test in Table 5.11 showed that the sig. (2-tailed test) is equal to 0.732 which is greater than 0.05 ($0.732 > 0.05$). It means that the null hypothesis was *failed to reject*. Thus, it can explain that there is no difference in gender of the students and perception towards Assumption University for Bachelor degree programs at the 0.05 significance level.

Hypothesis 8

H₀₈: There is no difference between gender of the students and perception towards Thammasat University for Bachelor degree programs.

H_{a8}: There is a difference between gender of the students and perception towards Thammasat University for Bachelor degree programs.

TABLE 5.12: Difference between gender of the students and perception towards Thammasat University for Bachelor degree programs using Independent Samples t Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
OVERALL (TU)	Equal variances assumed	3.320	.070	.255	275	.799	.0266	.10456	-.17918	.23248
	Equal variances not assumed			.261	274.214	.794	.0266	.10195	-.17407	.22736

The analysis of paired sample t-test in Table 5.12 showed that the sig. (2-tailed test) is equal to 0.799 which is greater than 0.05 ($0.799 > 0.05$). It means that the null hypothesis was *failed to reject*. Thus, it can explain that there is no difference in gender of the students and perception towards Thammasat University for Bachelor degree programs at the 0.05 significance level.

Hypothesis 9

- H₀9: There is no difference between gender of the students and perception towards Chulalongkorn University for Bachelor degree programs.
- H_a9: There is a difference between gender of the students and perception towards Chulalongkorn University for Bachelor degree programs.

TABLE 5.13: Difference between gender of the students and perception towards Chulalongkorn University for Bachelor degree programs using Independent Samples t Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
OVERALL (CU)	Equal variances assumed	6.843	.009	1.580	275	.115	.1820	.11516	-.04473	.40869
	Equal variances not assumed			1.622	274.390	.106	.1820	.11221	-.03892	.40288

The analysis of paired sample t-test in Table 5.13 showed that the sig. (2-tailed test) is equal to 0.106 which is greater than 0.05 ($0.106 > 0.05$). It means that the null hypothesis was *failed to reject*. Thus, it can explain that there is no difference in gender of the students and perception towards Chulalongkorn University for Bachelor degree programs at the 0.05 significance level.

Hypothesis 10

- H₀10: There is no difference between gender of the students and perception towards Bangkok University for Bachelor degree programs.
- H_a10: There is a difference between gender of the students and perception towards Bangkok University for Bachelor degree programs.

TABLE 5.14: Difference between gender of the students and perception towards Bangkok University for Bachelor degree programs using Independent Samples t Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
OVERALL (BU)	Equal variances assumed	.494	.483	1.334	275	.183	.1709	.12811	-.08135	.42306
	Equal variances not assumed			1.338	260.948	.182	.1709	.12773	-.08065	.42236

The analysis of paired sample t-test in Table 5.14 showed that the sig. (2-tailed test) is equal to 0.183 which is greater than 0.05 (0.183>0.05). It means that the null hypothesis was *failed to reject*. Thus, it can explain that there is no difference in gender of the students and perception towards Bangkok University for Bachelor degree programs at the 0.05 significance level.

5.3.3 PART III: Difference between NATIONALITY and perception towards university for Bachelor degree programs

Hypothesis 11

- H₀11: There is no difference between nationality of the students and perception towards Mahidol University for Bachelor degree programs.
- H_a11: There is a difference between nationality of the students and perception towards Mahidol University for Bachelor degree programs.

TABLE 5.15: Difference between nationality of the students and perception towards Mahidol University for Bachelor degree programs by using ANOVA
ANOVA

OVERALL (MU)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.057	4	.264	.316	.867
Within Groups	227.636	272	.837		
Total	228.693	276			

The Analysis of Variance in Table 5.15 showed that the sig. at 0.867 is greater than 0.05 ($0.867 > 0.05$). It means that the null hypothesis was *failed to reject*. Then, it indicates that there is no difference between nationality of the students and perception towards Mahidol University for Bachelor degree programs at the 0.05 significance level.

Hypothesis 12

H₀12: There is no difference between nationality of the students and perception towards Assumption University for Bachelor degree programs.

H_a12: There is a difference between nationality of the students and perception towards Assumption University for Bachelor degree programs.

TABLE 5.16: Difference between nationality of the students and perception towards Assumption University for Bachelor degree programs by using ANOVA

ANOVA					
OVERALL (AU)					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.144	4	1.536	1.381	.241
Within Groups	302.556	272	1.112		
Total	308.700	276			

The Analysis of Variance in Table 5.16 showed that the sig. at 0.241 is greater than 0.05 ($0.241 > 0.05$). It means that the null hypothesis was *failed to reject*. Then, it indicates that there is no difference between nationality of the students and perception towards Assumption University for Bachelor degree programs at the 0.05 significance level.

Hypothesis 13

H₀13: There is no difference between nationality of the students and perception towards Thammasat University for Bachelor degree programs.

H_{a13}: There is a difference between nationality of the students and perception towards Thammasat University for Bachelor degree programs.

TABLE 5.17: Difference between nationality of the students and perception towards Thammasat University for Bachelor degree programs by using ANOVA

ANOVA

OVERALL (TU)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.143	4	.286	.382	.822
Within Groups	203.766	272	.749		
Total	204.910	276			

The Analysis of Variance in Table 5.17 showed that the sig. at 0.822 is greater than 0.05 (0.822>0.05). It means that the null hypothesis was *failed to reject*. Then, it indicates that there is no difference between nationality of the students and perception towards Thammasat University for Bachelor degree programs at the 0.05 significance level.

Hypothesis 14

H_{o14}: There is no difference between nationality of the students and perception towards Chulalongkorn University for Bachelor degree programs.

H_{a14}: There is a difference between nationality of the students and perception towards Chulalongkorn University for Bachelor degree programs.

TABLE 5.18: Difference between nationality of the students and perception towards Chulalongkorn University for Bachelor degree programs by using ANOVA

ANOVA

OVERALL (CU)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16.125	4	4.031	4.673	.001
Within Groups	234.662	272	.863		
Total	250.787	276			

The Analysis of Variance in Table 5.18 showed that the sig. at 0.01 is lesser than 0.05 ($0.01 < 0.05$). It means that the null hypothesis was *rejected*. Then, it indicates that there is a difference between nationality of the students and perception towards Chulalongkorn University for Bachelor degree programs at the 0.05 significance level.

Hypothesis 15

H₀15: There is no difference between nationality of the students and perception towards Bangkok University for Bachelor degree programs.

H_a15: There is a difference between nationality of the students and perception towards Bangkok University for Bachelor degree programs.

TABLE 5.19: Difference between nationality of the students and perception towards Bangkok University for Bachelor degree programs by using ANOVA

ANOVA					
OVERALL (BU)					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.878	4	2.969	2.713	.030
Within Groups	297.682	272	1.094		
Total	309.560	276			

The Analysis of Variance in Table 5.19 showed that the sig. at 0.03 is lesser than 0.05 ($0.03 < 0.05$). It means that the null hypothesis was *rejected*. Then, it indicates that there is a difference between nationality of the students and perception towards Bangkok University for Bachelor degree programs at the 0.05 significance level.

5.3.4 PART IV: Relationship between COST OF EDUCATION and perception towards university for Bachelor degree programs

Hypothesis 16

H₀16: There is no relationship between cost of education and perception towards Mahidol University for Bachelor degree programs.

H_a16: There is a relationship between cost of education and perception towards Mahidol University for Bachelor degree programs.

TABLE 5.20: The Relationship between cost of education and perception towards Mahidol university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		COST OF EDUCATION (MU)	OVERALL (MU)
COST OF EDUCATION (MU)	Pearson Correlation	1	.146(*)
	Sig. (2-tailed)	.	.015
	N	277	277
OVERALL (MU)	Pearson Correlation	.146(*)	1
	Sig. (2-tailed)	.015	.
	N	277	277

* Correlation is significant at the 0.05 level (2-tailed).

The analysis of Pearsons correlation in Table 5.20 indicated that the sig. is equal 0.015 which is less than 0.05 ($0.015 < 0.05$). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between cost of education and perception towards Mahidol University for Bachelor degree programs at 0.05 significance level.

The value of 0.146 means that there is a weak positive correlation between cost of education and perception towards Mahidol University for Bachelor degree programs and at 0.146, the two variables are in the same direction. If the cost of education increases, students will have better perception towards Mahidol University for Bachelor degree programs.

Hypothesis 17

H₀17: There is no relationship between cost of education and perception towards Assumption University for Bachelor degree programs.

H_a17: There is a relationship between cost of education and choice of Assumption University for Bachelor degree programs.

TABLE 5.21: The Relationship between cost of education and perception towards Assumption university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		COST OF EDUCATION (AU)	OVERALL (AU)
COST OF EDUCATION (AU)	Pearson Correlation	1	.295(**)
	Sig. (2-tailed)	.	.000
	N	277	277
OVERALL (AU)	Pearson Correlation	.295(**)	1
	Sig. (2-tailed)	.000	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of Pearsons correlation in Table 5.21 indicated that the sig. is equal 0.00 which is less than 0.01 ($0.00 < 0.01$). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between cost of education and perception towards Assumption University for Bachelor degree programs at 0.01 significance level.

The value of 0.295 means that there is a weak positive correlation between cost of education and perception towards Assumption University for Bachelor degree programs and at 0.295, the two variables are in the same direction. If the cost of education increases, students will have better perception towards Assumption University for Bachelor degree programs.

Hypothesis 18

- H₀18: There is no relationship between cost of education and perception towards Thammasat University for Bachelor degree programs.
- H_a18: There is a relationship between cost of education and perception towards Thammasat University for Bachelor degree programs.

TABLE 5.22: The Relationship between cost of education and perception towards Thammasat university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		COST OF EDUCATION (TU)	OVERALL (TU)
COST OF EDUCATION (TU)	Pearson Correlation	1	.273(**)
	Sig. (2-tailed)	.	.000
	N	277	277
OVERALL (TU)	Pearson Correlation	.273(**)	1
	Sig. (2-tailed)	.000	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of Pearsons correlation in Table 5.22 indicated that the sig. is equal 0.00 which is less than 0.01 ($0.00 < 0.01$). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between cost of education and perception towards Thammasat University for Bachelor degree programs at 0.01 significance level.

The value of 0.273 means that there is a weak positive correlation between cost of education and perception towards Thammasat University for Bachelor degree programs and at 0.273, the two variables are in the same direction. If the cost of education increases, students will have better perception towards Thammasat University for Bachelor degree programs.

Hypothesis 19

- H₀19: There is no relationship between cost of education and perception towards Chulalongkorn University for Bachelor degree programs.
- H_a19: There is a relationship between cost of education and perception towards Chulalongkorn University for Bachelor degree programs.

TABLE 5.23: The Relationship between cost of education and perception towards Chulalongkorn university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		COST OF EDUCATION (CU)	OVERALL (CU)
COST OF EDUCATION (CU)	Pearson Correlation	1	.318(**)
	Sig. (2-tailed)	.	.000
	N	277	277
OVERALL (CU)	Pearson Correlation	.318(**)	1
	Sig. (2-tailed)	.000	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of Pearsons correlation in Table 5.23 indicated that the sig. is equal 0.00 which is less than 0.01 ($0.00 < 0.01$). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between cost of education and perception towards Chulalongkorn University for Bachelor degree programs at 0.01 significance level.

The value of 0.318 means that there is a weak positive correlation between cost of education and perception towards Chulalongkorn University for Bachelor degree programs and at 0.318, the two variables are in the same direction. If the cost of education increases, students will have better perception towards Chulalongkorn University for Bachelor degree programs.

Hypothesis 20

- H₀20: There is no relationship between cost of education and perception towards Bangkok University for Bachelor degree programs.
- H_a20: There is a relationship between cost of education and perception towards Bangkok University for Bachelor degree programs.

TABLE 5.24: The Relationship between cost of education and perception towards Bangkok university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		COST OF EDUCATION (BU)	OVERALL (BU)
COST OF EDUCATION (BU)	Pearson Correlation	1	.340(**)
	Sig. (2-tailed)	.	.000
	N	277	277
OVERALL (BU)	Pearson Correlation	.340(**)	1
	Sig. (2-tailed)	.000	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of Pearsons correlation in Table 5.24 indicated that the sig. is equal 0.00 which is less than 0.01 (0.00<0.01). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between cost of education and perception towards Bangkok University for Bachelor degree programs at 0.01 significance level.

The value of 0.340 means that there is a weak positive correlation between cost of education and perception towards Bangkok University for Bachelor degree programs and at 0.340, the two variables are in the same direction. If the cost of education increases, students will have better perception towards Bangkok University for Bachelor degree programs.

5.3.5 PART V: Relationship between REPUTATION OF INSTITUTION and perception towards university for Bachelor degree programs

Hypothesis 21

H₀21: There is no relationship between reputation of institution and perception towards Mahidol University for Bachelor degree programs.

H_a21: There is a relationship between reputation of institution and perception towards Mahidol University for Bachelor degree programs.

TABLE 5.25: The Relationship between reputation of institution and perception towards Mahidol university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		REPMU	OVERALL (MU)
REPMU	Pearson Correlation	1	.332(**)
	Sig. (2-tailed)	.	.000
	N	277	277
OVERALL (MU)	Pearson Correlation	.332(**)	1
	Sig. (2-tailed)	.000	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of Pearsons correlation in Table 5.25 indicated that the sig. is equal 0.00 which is less than 0.01 ($0.00 < 0.01$). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between reputation of institution and perception towards Mahidol University for Bachelor degree programs at 0.01 significance level.

The value of 0.332 means that there is a weak positive correlation between reputation of institution and perception towards Mahidol University for Bachelor degree programs and at 0.332, the two variables are in the same direction. If the reputation of institution increases, students will have better perception towards Mahidol University for Bachelor degree programs.

Hypothesis 22

H₀22: There is no relationship between reputation of institution and perception towards Assumption University for Bachelor degree programs.

H_a22: There is a relationship between reputation of institution and perception towards Assumption University for Bachelor degree programs.

TABLE 5.26: The Relationship between reputation of institution and perception towards Assumption university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		REPXAU	OVERALL (AU)
REPXAU	Pearson Correlation	1	.508(**)
	Sig. (2-tailed)	.	.000
	N	277	277
OVERALL (AU)	Pearson Correlation	.508(**)	1
	Sig. (2-tailed)	.000	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of Pearsons correlation in Table 5.26 indicated that the sig. is equal 0.00 which is less than 0.01 ($0.00 < 0.01$). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between reputation of institution and perception towards Assumption University for Bachelor degree programs at 0.01 significance level.

The value of 0.508 means that there is a moderate positive correlation between reputation of institution and perception towards Assumption University for Bachelor degree programs and at 0.508, the two variables are in the same direction. If the reputation of institution increases, students will have better perception towards Assumption University for Bachelor degree programs.

Hypothesis 23

- H₀23: There is no relationship between reputation of institution and perception towards Thammasat University for Bachelor degree programs.
- H_a23: There is a relationship between reputation of institution and perception towards Thammasat University for Bachelor degree programs.

TABLE 5.27: The Relationship between reputation of institution and perception towards Thammasat university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		REPXTU	OVERALL (TU)
REPXTU	Pearson Correlation	1	.366(**)
	Sig. (2-tailed)	.	.000
	N	277	277
OVERALL (TU)	Pearson Correlation	.366(**)	1
	Sig. (2-tailed)	.000	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of Pearsons correlation in Table 5.27 indicated that the sig. is equal 0.00 which is less than 0.01 ($0.00 < 0.01$). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between reputation of institution and perception towards Thammasat University for Bachelor degree programs at 0.01 significance level.

The value of 0.366 means that there is a low positive correlation between reputation of institution and perception towards Thammasat University for Bachelor degree programs and at 0.366, the two variables are in the same direction. If the reputation of institution increases, students will have better perception towards Thammasat University for Bachelor degree programs.

Hypothesis 24

- H₀24: There is no relationship between reputation of institution and perception towards Chulalongkorn University for Bachelor degree programs.
- H_a24: There is a relationship between reputation of institution and perception towards Chulalongkorn University for Bachelor degree programs.

TABLE 5.28: The Relationship between reputation of institution and perception towards Chulalongkorn university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		REPXCU	OVERALL (CU)
REPXCU	Pearson Correlation	1	.444(**)
	Sig. (2-tailed)	.	.000
	N	277	277
OVERALL (CU)	Pearson Correlation	.444(**)	1
	Sig. (2-tailed)	.000	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of Pearsons correlation in Table 5.28 indicated that the sig. is equal 0.00 which is less than 0.01 ($0.00 < 0.01$). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between reputation of institution and perception towards Chulalongkorn University for Bachelor degree programs at 0.01 significance level.

The value of 0.444 means that there is a moderate positive correlation between reputation of institution and perception towards Chulalongkorn University for Bachelor degree programs and at 0.444, the two variables are in the same direction. If the reputation of institution increases, students will have better perception towards Chulalongkorn University for Bachelor degree programs.

Hypothesis 25

- H₀25: There is no relationship between reputation of institution and perception towards Bangkok University for Bachelor degree programs.
- H_a25: There is no relationship between reputation of institution and perception towards Bangkok University for Bachelor degree programs.

TABLE 5.29: The Relationship between reputation of institution and perception towards Bangkok university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		OVERALL (BU)	REPXBU
OVERALL (BU)	Pearson Correlation	1	.382(**)
	Sig. (2-tailed)	.	.000
	N	277	277
REPXBU	Pearson Correlation	.382(**)	1
	Sig. (2-tailed)	.000	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of Pearsons correlation in Table 5.29 indicated that the sig. is equal 0.00 which is less than 0.01 ($0.00 < 0.01$). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between reputation of institution and perception towards Bangkok University for Bachelor degree programs at 0.01 significance level.

The value of 0.382 means that there is a low positive correlation between reputation of institution and perception towards Bangkok University for Bachelor degree programs and at 0.382, the two variables are in the same direction. If the reputation of institution increases, students will have better perception towards Bangkok University for Bachelor degree programs.

5.3.6 PART VI: Relationship between PROXIMITY TO HOME and perception towards university for Bachelor degree programs

Hypothesis 26

- H₀26: There is no relationship between proximity to home and perception towards Mahidol University for Bachelor degree programs.
- H_a26: There is a relationship between proximity to home and perception towards Mahidol University for Bachelor degree programs.

TABLE 5.30: The Relationship between proximity to home and perception towards Mahidol university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		HOMEXMU	OVERALL (MU)
HOMEXMU	Pearson Correlation	1	.154(*)
	Sig. (2-tailed)	.	.010
	N	277	277
OVERALL (MU)	Pearson Correlation	.154(*)	1
	Sig. (2-tailed)	.010	.
	N	277	277

* Correlation is significant at the 0.05 level (2-tailed).

The analysis of Pearsons correlation in Table 5.30 indicated that the sig. is equal 0.01 which is less than 0.05 (0.01<0.05). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between proximity to home and perception towards Mahidol University for Bachelor degree programs at 0.05 significance level.

The value of 0.154 means that there is a weak positive correlation between proximity to home and perception towards Mahidol University for Bachelor degree programs and at 0.154, the two variables are in the same direction. If the distance from student’s home and university reduces, students will have better perception towards Mahidol University for Bachelor degree programs.

Hypothesis 27

- H₀27: There is no relationship between proximity to home and perception towards Assumption University for Bachelor degree programs.
- H_a27: There is a relationship between proximity to home and perception towards Assumption University for Bachelor degree programs.

TABLE 531: The Relationship between proximity to home and perception towards Assumption university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		HOMEXAU	OVERALL (AU)
HOMEXAU	Pearson Correlation	1	.333(**)
	Sig. (2-tailed)	.	.000
	N	277	277
OVERALL (AU)	Pearson Correlation	.333(**)	1
	Sig. (2-tailed)	.000	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of Pearsons correlation in Table 5.31 indicated that the sig. is equal 0.00 which is less than 0.01 ($0.00 < 0.01$). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between proximity to home and perception towards Assumption University for Bachelor degree programs at 0.01 significance level.

The value of 0.333 means that there is a weak positive correlation between proximity to home and perception towards Assumption University for Bachelor degree programs and at 0.333, the two variables are in the same direction. If the distance from student's home and university reduces, students will have better perception towards Assumption University for Bachelor degree programs.

Hypothesis 28

- H₀28: There is no relationship between proximity to home and perception towards Thammasat University for Bachelor degree programs.
- H_a28: There is a relationship between proximity to home and perception towards Thammasat University for Bachelor degree programs.

TABLE 5.32: The Relationship between proximity to home and perception towards Thammasat university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		HOMEXTU	OVERALL (TU)
HOMEXTU	Pearson	1	.176(**)
	Correlation		
	Sig. (2-tailed)	.	.003
OVERALL (TU)	N	277	277
	Pearson		
	Correlation	.176(**)	1
	Sig. (2-tailed)	.003	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of Pearsons correlation in Table 5.32 indicated that the sig. is equal 0.003 which is less than 0.01 ($0.003 < 0.01$). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between proximity to home and perception towards Thammasat University for Bachelor degree programs at 0.01 significance level.

The value of 0.176 means that there is a weak positive correlation between proximity to home and perception towards Thammasat University for Bachelor degree programs and at 0.176, the two variables are in the same direction. If the distance from student’s home and university reduces, students will have better perception towards Thammasat University for Bachelor degree programs.

Hypothesis 29

- H₀29: There is no relationship between proximity to home and perception towards Chulalongkorn University for Bachelor degree programs.
- H_a29: There is a relationship between proximity to home and perception towards Chulalongkorn University for Bachelor degree programs.

TABLE 5.33: The Relationship between proximity to home and perception towards Chulalongkorn university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		HOMEXCU	OVERALL (CU)
HOMEXCU	Pearson Correlation	1	.390(**)
	Sig. (2-tailed)	.	.000
	N	277	277
OVERALL (CU)	Pearson Correlation	.390(**)	1
	Sig. (2-tailed)	.000	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of Pearsons correlation in Table 5.33 indicated that the sig. is equal 0.00 which is less than 0.01 ($0.00 < 0.01$). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between proximity to home and perception towards Chulalongkorn University for Bachelor degree programs at 0.01 significance level.

The value of 0.390 means that there is a weak positive correlation between proximity to home and perception towards Chulalongkorn University for Bachelor degree programs and at 0.390, the two variables are in the same direction. If the distance from student's home and university reduces, students will have better perception towards Chulalongkorn University for Bachelor degree programs.

Hypothesis 30

- H₀30: There is no relationship between proximity to home and perception towards Bangkok University for Bachelor degree programs.
- H_a30: There is a relationship between proximity to home and perception towards Bangkok University for Bachelor degree programs.

TABLE 5.34: The Relationship between proximity to home and perception towards Bangkok university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		HOMEXBU	OVERALL (BU)
HOMEXBU	Pearson Correlation	1	.401(**)
	Sig. (2-tailed)	.	.000
	N	277	277
OVERALL (BU)	Pearson Correlation	.401(**)	1
	Sig. (2-tailed)	.000	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of Pearsons correlation in Table 5.34 indicated that the sig. is equal 0.00 which is less than 0.01 ($0.00 < 0.01$). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between proximity to home and perception towards Bangkok University for Bachelor degree programs at 0.01 significance level.

The value of 0.401 means that there is a moderate positive correlation between proximity to home and perception towards Bangkok University for Bachelor degree programs and at 0.401, the two variables are in the same direction. If the distance from student's home and university reduces, students will have better perception towards Bangkok University for Bachelor degree programs.

5.3.7 PART VII: Relationship between DEGREE OF THE COURSES and perception towards university for Bachelor degree programs

Hypothesis 31

H₀31: There is no relationship between degree of the courses and perception towards Mahidol University for Bachelor degree programs.

H_a31: There is a relationship between degree of the courses and perception towards Mahidol University for Bachelor degree programs.

TABLE 5.35: The Relationship between degree of the courses and perception towards Mahidol university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		DEGXMU	OVERALL (MU)
DEGXMU	Pearson Correlation	1	.352(**)
	Sig. (2-tailed)	.	.000
	N	277	277
OVERALL (MU)	Pearson Correlation	.352(**)	1
	Sig. (2-tailed)	.000	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of Pearsons correlation in Table 5.35 indicated that the sig. is equal 0.00 which is less than 0.01 ($0.00 < 0.01$). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between the degree of the courses and perception towards Mahidol University for Bachelor degree programs at 0.01 significance level.

The value of 0.352 means that there is a weak positive correlation between degree of the courses and perception towards Mahidol University for Bachelor degree programs and at 0.352, the two variables are in the same direction. If the degrees of the courses improve, students will have better perception towards Mahidol University for Bachelor degree programs.

Hypothesis 32

- H₀32: There is no relationship between degree of the courses and perception towards Assumption University for Bachelor degree programs.
- H_a32: There is a relationship between degree of the courses and perception towards Assumption University for Bachelor degree programs.

TABLE 5.36: The Relationship between degree of the courses and perception towards Assumption university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		DEGXAU	OVERALL (AU)
DEGXAU	Pearson Correlation	1	.304(**)
	Sig. (2-tailed)	.	.000
	N	277	277
OVERALL (AU)	Pearson Correlation	.304(**)	1
	Sig. (2-tailed)	.000	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of Pearsons correlation in Table 5.36 indicated that the sig. is equal 0.00 which is less than 0.01 ($0.00 < 0.01$). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between the degree of the courses and perception towards Assumption University for Bachelor degree programs at 0.01 significance level.

The value of 0.304 means that there is a weak positive correlation between degree of the courses and perception towards Assumption University for Bachelor degree programs and at 0.304, the two variables are in the same direction. If the degrees of the courses improve, students will have better perception towards Assumption University for Bachelor degree programs.

Hypothesis 33

- H₀₃₃: There is no relationship between degree of the courses and perception towards Thammasat University for Bachelor degree programs.
- H_{a33}: There is a relationship between degree of the courses and perception towards Thammasat University for Bachelor degree programs.

TABLE 5.37: The Relationship between degree of the courses and perception towards Thammasat university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		DEGXTU	OVERALL (TU)
DEGXTU	Pearson Correlation	1	.398(**)
	Sig. (2-tailed)	.	.000
	N	277	277
OVERALL (TU)	Pearson Correlation	.398(**)	1
	Sig. (2-tailed)	.000	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of Pearsons correlation in Table 5.37 indicated that the sig. is equal 0.00 which is less than 0.01 ($0.00 < 0.01$). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between the degree of the courses and perception towards Thammasat University for Bachelor degree programs at 0.01 significance level.

The value of 0.398 means that there is a moderate positive correlation between degree of the courses and perception towards Thammasat University for Bachelor degree programs and at 0.304, the two variables are in the same direction. If the degrees of the courses improve, students will have better perception towards Thammasat University for Bachelor degree programs.

Hypothesis 34

- H₀34: There is no relationship between degree of the courses and perception towards Chulalongkorn University for Bachelor degree programs.
- H_a34: There is a relationship between degree of the courses and perception towards Chulalongkorn University for Bachelor degree programs.

TABLE 5.38: The Relationship between degree of the courses and perception towards Chulalongkorn university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		DEGXCU	OVERALL (CU)
DEGXCU	Pearson Correlation	1	.371(**)
	Sig. (2-tailed)	.	.000
	N	277	277
OVERALL (CU)	Pearson Correlation	.371(**)	1
	Sig. (2-tailed)	.000	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of Pearsons correlation in Table 5.38 indicated that the sig. is equal 0.00 which is less than 0.01 ($0.00 < 0.01$). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between the degree of the courses and perception towards Chulalongkorn University for Bachelor degree programs at 0.01 significance level.

The value of 0.371 means that there is a weak positive correlation between degree of the courses and perception towards Chulalongkorn University for Bachelor degree programs and at 0.371, the two variables are in the same direction. If the degrees of the courses improve, students will have better perception towards Chulalongkorn University for Bachelor degree programs.

Hypothesis 35

- H₀35: There is no relationship between degree of the courses and perception towards Bangkok University for Bachelor degree programs.
- H_a35: There is a relationship between degree of the courses and perception towards Bangkok University for Bachelor degree programs.

TABLE 5.39: The Relationship between degree of the courses and perception towards Bangkok university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		DEGXBU	OVERALL (BU)
DEGXBU	Pearson Correlation	1	.356(**)
	Sig. (2-tailed)	.	.000
	N	277	277
OVERALL (BU)	Pearson Correlation	.356(**)	1
	Sig. (2-tailed)	.000	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of Pearsons correlation in Table 5.39 indicated that the sig. is equal 0.00 which is less than 0.01 ($0.00 < 0.01$). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between the degree of the courses and perception towards Bangkok University for Bachelor degree programs at 0.01 significance level.

The value of 0.356 means that there is a weak positive correlation between degree of the courses and perception towards Bangkok University for Bachelor degree programs and at 0.356, the two variables are in the same direction. If the degrees of the courses improve, students will have better perception towards Bangkok University for Bachelor degree programs.

5.3.8 PART VIII: Relationship between PHYSICAL ASPECTS, FACILITIES & RESOURCES and perception towards university for Bachelor degree programs

Hypothesis 36

H₀36: There is no relationship between physical aspects, facilities & resources and perception towards Mahidol University for Bachelor degree programs.

H_a36: There is a relationship between physical aspects, facilities & resources and perception towards Mahidol University for Bachelor degree programs.

TABLE 5.40: The Relationship between physical aspects, facilities & resources and perception towards Mahidol university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		PHYXMU	OVERALL (MU)
PHYXMU	Pearson Correlation	1	.466(**)
	Sig. (2-tailed)	.	.000
	N	277	277
OVERALL (MU)	Pearson Correlation	.466(**)	1
	Sig. (2-tailed)	.000	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of Pearsons correlation in Table 5.40 indicated that the sig. is equal 0.00 which is less than 0.01 ($0.00 < 0.01$). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between the physical aspects, facilities & resources and perception towards Mahidol University for Bachelor degree programs at 0.01 significance level.

The value of 0.466 means that there is a moderate positive correlation between physical aspects, facilities & resources and perception towards Mahidol University for Bachelor degree programs and at 0.466, the two variables are in the same direction. If the physical aspects, facilities & resources improve, students will have better perception towards Mahidol University for Bachelor degree programs.

Hypothesis 37

- H₀37: There is no relationship between physical aspects, facilities & resources and perception towards Assumption University for Bachelor degree programs.
- H_a37: There is a relationship between physical aspects, facilities & resources and perception towards Assumption University for Bachelor degree programs.

TABLE 5.41: The Relationship between physical aspects, facilities & resources and perception towards Assumption university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		PHYXAU	OVERALL (AU)
PHYXAU	Pearson Correlation	1	.232(**)
	Sig. (2-tailed)	.	.000
	N	277	277
OVERALL (AU)	Pearson Correlation	.232(**)	1
	Sig. (2-tailed)	.000	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of Pearsons correlation in Table 5.41 indicated that the sig. is equal 0.00 which is less than 0.01 ($0.00 < 0.01$). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between the physical aspects, facilities & resources and perception towards Assumption University for Bachelor degree programs at 0.01 significance level.

The value of 0.232 means that there is a low positive correlation between physical aspects, facilities & resources and perception towards Assumption University for Bachelor degree programs and at 0.232, the two variables are in the same direction. If the physical aspects, facilities & resources improve, students will have better perception towards Assumption University for Bachelor degree programs.

Hypothesis 38

- H₀38: There is no relationship between physical aspects, facilities & resources and perception towards Thammasat University for Bachelor degree programs.
- H_a38: There is a relationship between physical aspects, facilities & resources and perception towards Thammasat University for Bachelor degree programs.

TABLE 5.42: The Relationship between physical aspects, facilities & resources and perception towards Thammasat university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		PHYXTU	OVERALL (TU)
PHYXTU	Pearson Correlation	1	.418(**)
	Sig. (2-tailed)	.	.000
	N	277	277
OVERALL (TU)	Pearson Correlation	.418(**)	1
	Sig. (2-tailed)	.000	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of Pearsons correlation in Table 5.42 indicated that the sig. is equal 0.00 which is less than 0.01 ($0.00 < 0.01$). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between the physical aspects, facilities & resources and perception towards Thammasat University for Bachelor degree programs at 0.01 significance level.

The value of 0.418 means that there is a moderate positive correlation between physical aspects, facilities & resources and perception towards Thammasat University for Bachelor degree programs and at 0.418, the two variables are in the same direction. If the physical aspects, facilities & resources improve, students will have better perception towards Thammasat University for Bachelor degree programs.

Hypothesis 39

- H₀39: There is no relationship between physical aspects, facilities & resources and perception towards Chulalongkorn University for Bachelor degree programs.
- H_a39: There is a relationship between physical aspects, facilities & resources and perception towards Chulalongkorn University for Bachelor degree programs.

TABLE 5.43: The Relationship between physical aspects, facilities & resources and perception towards Chulalongkorn university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		PHYXCU	OVERALL (CU)
PHYXCU	Pearson Correlation	1	.398(**)
	Sig. (2-tailed)	.	.000
	N	277	277
OVERALL (CU)	Pearson Correlation	.398(**)	1
	Sig. (2-tailed)	.000	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of Pearsons correlation in Table 5.43 indicated that the sig. is equal 0.00 which is less than 0.01 ($0.00 < 0.01$). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between the physical aspects, facilities & resources and perception towards Chulalongkorn University for Bachelor degree programs at 0.01 significance level.

The value of 0.398 means that there is a moderate positive correlation between physical aspects, facilities & resources and perception towards Chulalongkorn University for Bachelor degree programs and at 0.398, the two variables are in the same direction. If the physical aspects, facilities & resources improve, students will have better perception towards Chulalongkorn University for Bachelor degree programs.

Hypothesis 40

- H₀40: There is no relationship between physical aspects, facilities & resources and perception towards Bangkok University for Bachelor degree programs.
- H_a40: There is a relationship between physical aspects, facilities & resources and perception towards Bangkok University for Bachelor degree programs.

TABLE 5.44: The Relationship between physical aspects, facilities & resources and perception towards Bangkok university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		PHYXBU	OVERALL (BU)
PHYXBU	Pearson Correlation	1	.340(**)
	Sig. (2-tailed)	.	.000
	N	277	277
OVERALL (BU)	Pearson Correlation	.340(**)	1
	Sig. (2-tailed)	.000	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of Pearsons correlation in Table 5.44 indicated that the sig. is equal 0.00 which is less than 0.01 ($0.00 < 0.01$). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between the physical aspects, facilities & resources and perception towards Bangkok University for Bachelor degree programs at 0.01 significance level.

The value of 0.340 means that there is a moderate positive correlation between physical aspects, facilities & resources and perception towards Bangkok University for Bachelor degree programs and at 0.340, the two variables are in the same direction. If the physical aspects, facilities & resources improve, students will have better perception towards Bangkok University for Bachelor degree programs.

5.3.9 PART IX: Relationship between FAMILY/FRIENDS RECOMMENDATION and perception towards university for Bachelor degree programs

Hypothesis 41

- H₀41: There is no relationship between family/friends recommendation and perception towards Mahidol University for Bachelor degree programs.
- H_a41: There is a relationship between family/friends recommendation and perception towards Mahidol University for Bachelor degree programs.

TABLE 5.45: The Relationship between physical aspects, facilities & resources and perception towards Mahidol university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		RECMU	OVERALL (MU)
RECMU	Pearson Correlation	1	.598(**)
	Sig. (2-tailed)	.	.000
	N	277	277
OVERALL (MU)	Pearson Correlation	.598(**)	1
	Sig. (2-tailed)	.000	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of Pearsons correlation in Table 5.45 indicated that the sig. is equal 0.00 which is less than 0.01 (0.00<0.01). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between the family & friends recommendation and perception towards Mahidol University for Bachelor degree programs at 0.01 significance level.

The value of 0.598 means that there is a moderate positive correlation between physical aspects, facilities & resources and perception towards Mahidol University for Bachelor degree programs and at 0.598, the two variables are in the same direction. If the family and friends give more positive recommendation, students will have better perception towards Mahidol University for Bachelor degree programs.

Hypothesis 42

H₀42: There is no relationship between family/friends recommendation and perception towards Assumption University for Bachelor degree programs.

H_a42: There is a relationship between family/friends recommendation and perception towards Assumption University for Bachelor degree programs.

TABLE 5.46: The Relationship between physical aspects, facilities & resources and perception towards Assumption university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		RECXAU	OVERALL (AU)
RECXAU	Pearson Correlation	1	.624(**)
	Sig. (2-tailed)	.	.000
	N	277	277
OVERALL (AU)	Pearson Correlation	.624(**)	1
	Sig. (2-tailed)	.000	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of Pearsons correlation in Table 5.46 indicated that the sig. is equal 0.00 which is less than 0.01 ($0.00 < 0.01$). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between the family & friends recommendation and perception towards Assumption University for Bachelor degree programs at 0.01 significance level.

The value of 0.624 means that there is a moderate positive correlation between physical aspects, facilities & resources and perception towards Assumption University for Bachelor degree programs and at 0.624, the two variables are in the same direction. If the family and friends give more positive recommendation, students will have better perception towards Assumption University for Bachelor degree programs.

Hypothesis 43

H₀43: There is no relationship between family/friends recommendation and perception towards Thammasat University for Bachelor degree programs.

H_a43: There is a relationship between family/friends recommendation and perception towards Thammasat University for Bachelor degree programs.

TABLE 5.47: The Relationship between physical aspects, facilities & resources and perception towards Thammasat university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		REXTU	OVERALL (TU)
REXTU	Pearson Correlation	1	.504(**)
	Sig. (2-tailed)	.	.000
	N	277	277
OVERALL (TU)	Pearson Correlation	.504(**)	1
	Sig. (2-tailed)	.000	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of Pearsons correlation in Table 5.47 indicated that the sig. is equal 0.00 which is less than 0.01 ($0.00 < 0.01$). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between the family & friends recommendation and perception towards Thammasat University for Bachelor degree programs at 0.01 significance level.

The value of 0.504 means that there is a moderate positive correlation between physical aspects, facilities & resources and perception towards Thammasat University for Bachelor degree programs and at 0.504, the two variables are in the same direction. If the family and friends give more positive recommendation, students will have better perception towards Thammasat University for Bachelor degree programs.

Hypothesis 44

- H₀44: There is no relationship between family/friends recommendation and perception towards Chulalongkorn University for Bachelor degree programs.
- H_a44: There is a relationship between family/friends recommendation and perception towards Chulalongkorn University for Bachelor degree programs.

TABLE 5.48: The Relationship between physical aspects, facilities & resources and perception towards Chulalongkorn university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		REXCUCU	OVERALL (CU)
REXCUCU	Pearson Correlation	1	.497(**)
	Sig. (2-tailed)	.	.000
	N	277	277
OVERALL (CU)	Pearson Correlation	.497(**)	1
	Sig. (2-tailed)	.000	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

The analysis of Pearsons correlation in Table 5.48 indicated that the sig. is equal 0.00 which is less than 0.01 ($0.00 < 0.01$). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between the family & friends recommendation and perception towards Chulalongkorn University for Bachelor degree programs at 0.01 significance level.

The value of 0.497 means that there is a moderate positive correlation between physical aspects, facilities & resources and perception towards Chulalongkorn University for Bachelor degree programs and at 0.497, the two variables are in the same direction. If the family and friends give more positive recommendation, students will have better perception towards Chulalongkorn University for Bachelor degree programs.

Hypothesis 45

- H₀45: There is no relationship between family/friends recommendation and perception towards Bangkok University for Bachelor degree programs.
- H_a45: There is a relationship between family/friends recommendation and perception towards Bangkok University for Bachelor degree programs.

TABLE 5.49: The Relationship between physical aspects, facilities & resources and perception towards Bangkok university for Bachelor degree programs by using Pearsons Product Moment Correlation Coefficient (Bivariate)

Correlations			
		REXBU	OVERALL (BU)
REXBU	Pearson Correlation	1	.507(**)
	Sig. (2-tailed)	.	.000
	N	277	277
OVERALL (BU)	Pearson Correlation	.507(**)	1
	Sig. (2-tailed)	.000	.
	N	277	277

** Correlation is significant at the 0.01 level (2-tailed).

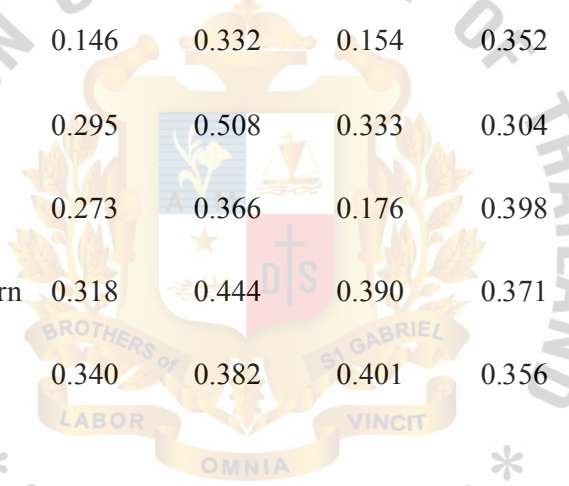
The analysis of Pearsons correlation in Table 5.49 indicated that the sig. is equal 0.00 which is less than 0.01 ($0.00 < 0.01$). It means that the null hypothesis was *rejected*. Therefore, there is a significant relationship between the family & friends recommendation and perception towards Bangkok University for Bachelor degree programs at 0.01 significance level.

The value of 0.507 means that there is a moderate positive correlation between physical aspects, facilities & resources and perception towards Bangkok University for Bachelor degree programs and at 0.507, the two variables are in the same direction. If the family and friends give more positive recommendation, students will have better perception towards Bangkok University for Bachelor degree programs.

5.4 Summary of the Persons’ Correlation Coefficient

TABLE 5.50: Summary of Pearsons’ Correlation Coefficient of the relationship between university attributes and perception of students toward university

Attributes/ University	Cost of Education	Reputation of Institution	Proximity to Home	Degree (content & structure)	Physical aspects, facilities & resources	Family/Friends Recommendation
Mahidol	0.146	0.332	0.154	0.352	0.466	0.598
Assumption	0.295	0.508	0.333	0.304	0.232	0.624
Thammasat	0.273	0.366	0.176	0.398	0.418	0.504
Chulalongkorn	0.318	0.444	0.390	0.371	0.398	0.497
Bangkok	0.340	0.382	0.401	0.356	0.340	0.507

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CHAPTER 6

SUMMARY FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, conclusions and the recommendations which are divided into 3 parts. The first part contains a summary of findings of the research, which includes demographic characteristics of the respondents, and hypotheses testing. The second part presents the conclusions and the third part offers the recommendations. The final part presents suggestions for further research.

6.1 Summary of the Findings

The result of this study was expected to serve as a supporting tool to analyze the perception of the international schools' students towards 5 international universities in Thailand. The 3 main purposes of the research were:

1. To assess the important factors that students in international schools use as choice criteria in making university selection.
2. To identify the differences between the demographic factors of the students and their perception towards the universities.
3. To identify the relationship between the university-choice attributes and the 5 international universities in Bangkok as the choice for Bachelor Degree programs.

The researcher conducted a survey between the 22nd of June, 2006 and the 2nd of July, 2006, by distributing 320 sets of the questionnaires. Out of the 320 sets, 277 sets were deemed valid for the data analysis by using the SPSS program. The respondents of the survey were students in their last year in 6 international schools in Bangkok. The summary of the students' demographic characteristics and hypotheses tests are mentioned below:

6.1.1 Summary of Demographic Characteristics of Respondents

The largest group of students is female, at 56.3% of the sample. The majority of students are at the age of 17 to 18 years old, with a very few being under 15 and

above 20 years old. Moreover, most of the students are Asian, Australian and New Zealanders (Asian-Oceania), with only 10% of the sample being Americans.

6.1.2 Summary of Hypotheses Tests

The demographic variables of the students were tested based on 3 factors;age, gender and nationality. Out of the 15 hypotheses that were tested in 3 parts, 12 hypotheses showed no differences in demographic factors and the perception of students toward the 5 international universities. The table below concludes the results of the first 15 hypotheses.

TABLE 6.1: The difference between the demographic factors and the perception of students towards 5 universities offering international programs

Demographic Variables	There is <i>no</i> difference between demographic factors and perception of students toward 5 universities				
	Mahidol	Assumption	Thammasat	Chulalongkorn	Bangkok
Age	X			X	
Gender	X	X	X	X	X
Nationality	X	X	X		

The relationship between the university attributes and the students’ perception were also tested. All the hypotheses that tested the 6 attributes of the 5 universities resulted in a positive relationship. The following table shows the results of the remaining 30 hypotheses:

TABLE 6.2: The relationship between the university attributes and the students' perception toward 5 universities

Demographic Variables	There is <i>a</i> relationship between the university attributes and the students' perception toward 5 universities				
	Mahidol	Assumption	Thammasat	Chulalongkorn	Bangkok
Cost of Education	X	X	X	X	X
Reputation of Institution	X	X	X	X	X
Proximity to Home	X	X	X	X	X
Degree (content & structure)	X	X	X	X	X
Physical aspects, facilities & resources	X	X	X	X	X
Family/Friends Recommendation	X	X	X	X	X

6.2 Conclusions

Demographic factors were used in testing the differences in the students' perception towards the universities, since it is the most popular basis for distinguishing students' groups. Firstly, the difference between students' age group and their perception towards the 5 universities were tested. It was found that there is no difference between age and the perception of students towards Mahidol and Chulalongkorn universities. This indicates that students of all ages have the same perception towards Mahidol and Chulalongkorn since these 2 universities have no

requirement on the age group of new entrants. Perhaps because the two are old and well-known institutions, students of all ages saw them as offering the same quality. In Bangkok, international students that join universities range from 15 to 20 years old, and there is no requirement of Thai law on the age limit of university's prospective students. Therefore, new freshmen of the international universities can be 15 or even 20 years of age. However, high school students of different age, showed different perception towards the international programs at Assumption, Thammasat and Bangkok universities. This could be because the latter group offers a vast range of programs in English ranging from Engineering to Business Administration; also because some of the programs offered by these universities are so new, the information about them has not yet been fully assimilated by the students.

Secondly, this research tested the difference between students' gender and their perception towards the universities. The results showed that there is no significant difference between students' gender and their perception towards any of the 5 universities. Many of the international students who were respondents in this sample are products of co-educational institutions – male and female students might have studied in the same class since the primary level. Hence, this can explain the reason for no gender differences in perception. It is also true to say that nowadays many females opt for what was considered male-dominated courses, such as engineering, hence the results show no difference in terms of gender.

Lastly, the research also tested the difference between students' nationality and their perception towards the universities. Out of the 5 universities, there is a difference between students' nationality and their perception towards Chulalongkorn and Bangkok universities. That means, students with different nationality have different opinion towards the 2 universities. The other 3 universities, Mahidol, Assumption and Thammasat tend to have more mixed cultures in their international programs compared to Chulalongkorn and Bangkok. Therefore nationality is not a factor that influences the difference in the students' perception towards Mahidol, Assumption and Thammasat universities.

Table 6.1 in the previous page shows that 10 out of 15 hypotheses show that there is no difference between demographic factors and the students' perception towards 5 international universities.

Apart from testing the difference between the demographic factors and the students' perception, this research also tested the relationship between the university

attributes and the perception of students toward the five international universities. The hypothesis tests show that all the 6 university attributes have a relationship with all the 5 international universities. However, the result also indicates that the relationship between all the university attributes and the students' perception towards the five universities are positively weak or just moderate. The rationale behind this result is that students in Bangkok have access to many more options in terms of international schools and universities as compared to the past.

All the 6 factors used in the research (reputation of institutions, cost of education, proximity to home, degree including content and structure, physical facilities and family & friends' recommendation) have all been concluded by one or the other researcher as the top ranked attributes. Murphy (1981) recognized academic reputation and cost as the determinants of college choice. Discenza, Ferguson and Wisner (1985) and Hossler (1985) named academic reputation, peer influence, financial assistance, and location as the most important factors in choosing an educational institution. Maguire and Lay (1981) stressed on location as the most important factor. Baird (1967) concluded that good faculty, high academic standards and special programs were what the students are looking for. Whereas, Chapman (1981) concluded that parents are the ones that have the greatest impact on the student's choice. In summary, it is difficult to reach a conclusion about one factor being the most important for basing one's decision. Various factors, among the above, have been selected by one or other previous researchers as the most important factor, and therefore the result of this research which indicates that all factors have a relationship with the students' perception and are important support the previous researchers' outcomes.

6.3 Recommendation

Since all factors are important for the students' perception towards the universities, universities should strengthen their chances in terms of attracting students. The following three alternative strategies can be considered:

1. *Modifying the University:* The university could alter its attributes to bring itself up as an ideal university. A university could improve its social standing so it gets a higher rating.

2. *Altering perceptions of the University:* The university could try to alter students' perceptions of where it actually stands on key attributes. The university can use the opportunities of providing more information to the public and correct prospective students' misperceptions, if any. For example, Mahidol University has a weak relationship with students' perception and the proximity to home since the international section is located in Salaya Campus (Phutthamonthon 4), which is known to be in the provincial area (Nakornnayok). The university could alter this perception of location by promoting the free traffic roads to the university, and change the perception of students from a far located university to a free flow road located university.
3. *Calling Attention to Neglected Attributes:* The university could encourage students to pay attention to an attribute that they are normally unaware of. In this case, the universities could offer a career-preparation and placement service, this can attract students who are concerned about future employment opportunities. Hence, the university can create awareness among students that it prepares them for employment, as adding this attribute is a strategy that could create more positive perception. For example, Chulalongkorn university that has a good reputation can also increase the students' awareness that its good reputation increases the opportunity of achieving the expected future employment.

6.4 Further Research

This research was based on the high school international students who were the prospective students to the 5 international schools. The results obtained were just the opinion and perception of the students towards the universities prior to joining universities. Therefore, further research on the comparison between students' perception towards the universities and the real performance of the universities based on the 6 attributes can be conducted. Students can be surveyed on their views towards their selected universities when they become the current students of the 5 international universities as part of a follow-up study. The results of the new research can be compared to this research by using the SERQUAL method.

This research did not attempt to test the relationship between the preparation for employment as an attribute. Thus future research might examine whether students see the importance of employment after graduation as an attribute that is useful in making university choice decision. Furthermore, research can be done with the objective of ranking the attributes from the least important to the most important according to the students' perception before and after joining the universities.

Finally, this research was only based on 5 international universities in Bangkok. However, there are many more international universities located in other cities in which student perception can be surveyed and analyzed. This research can serve as a beneficial guide for any local university that would like to understand the needs and wants of prospective students in other locations so that it can increase its ratings and market share in a highly competitive market.



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Dear students,

This questionnaire is designed to conduct a research on the criteria for university selection in Bangkok. This study is a part of the thesis requirement for the MBA (Master in Business Administration) program at Assumption University. Please provide the answers according to your honest opinion since this questionnaire will also be beneficial to you as a guideline for university selection. All your opinions will be kept confidential. Thank you for your co-operation.

Instruction: Please put a \surd in the box of your selected answer.
Please complete all 3 parts of the questionnaire.

i. Your School Name: _____

ii. Will you choose to join your Bachelor degree program from amongst the following 5 universities?

- Mahidol University
- Assumption University (ABAC)
- Thammasat University
- Chulalongkorn University
- Bangkok University

- ☐ Yes (Please complete the questionnaire)
☐ No (Your survey ends here)

PART I

This part of the questionnaire deals with your perception as to which level do the five universities perform for each attribute. Your response varies from a scale of 1 to 5. Choose only 1 level for each university that best fits your perception about each statement.

5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
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1. COST OF EDUCATION

1.1 The university provides education at a reasonable cost.

SCALE	5	4	3	2	1
UNIVERSITY					
Mahidol University					
Assumption University (ABAC)					
Thammasat University					
Chulalongkorn University					
Bangkok University					

2. REPUTATION OF INSTITUTION

2.1 The university has a reputable degree program.

SCALE	5	4	3	2	1
UNIVERSITY					
Mahidol University					
Assumption University (ABAC)					
Thammasat University					
Chulalongkorn University					
Bangkok University					

2.2 The degrees offered by the university for Bachelor degree are known for their academic value. (Academic Value refers to the usefulness of the degree after completion)

SCALE	5	4	3	2	1
UNIVERSITY					
Mahidol University					
Assumption University (ABAC)					
Thammasat University					
Chulalongkorn University					
Bangkok University					

3. PROXIMITY TO HOME

3.1 The university is situated in an ideal location.

SCALE	5	4	3	2	1
UNIVERSITY					
Mahidol University					
Assumption University (ABAC)					
Thammasat University					
Chulalongkorn University					
Bangkok University					

3.2 Transportation to the university is very convenient.

SCALE	5	4	3	2	1
UNIVERSITY					
Mahidol University					
Assumption University (ABAC)					
Thammasat University					
Chulalongkorn University					
Bangkok University					

4. DEGREE (Content & Structure)

4.1 The university provides a wide range of Bachelor degree courses for students to select from.

SCALE \ UNIVERSITY	5	4	3	2	1
Mahidol University					
Assumption University (ABAC)					
Thammasat University					
Chulalongkorn University					
Bangkok University					

4.2 Entry requirements for the university are reasonable. (Reasonable refers to the achievability of the average students)

SCALE \ UNIVERSITY	5	4	3	2	1
Mahidol University					
Assumption University (ABAC)					
Thammasat University					
Chulalongkorn University					
Bangkok University					

5. PHYSICAL ASPECTS, FACILITIES & RESOURCES

5.1 The university provides the students with an environment that is conducive to learning.

SCALE \ UNIVERSITY	5	4	3	2	1
Mahidol University					
Assumption University (ABAC)					
Thammasat University					
Chulalongkorn University					
Bangkok University					

5.2 The university provides the students with a social life on campus.

SCALE \ UNIVERSITY	5	4	3	2	1
Mahidol University					
Assumption University (ABAC)					
Thammasat University					
Chulalongkorn University					
Bangkok University					

6. FAMILY/ FRIENDS RECOMMENDATION

6.1 Your family has a positive opinion towards the university and recommends you to join.

SCALE	5	4	3	2	1
UNIVERSITY					
Mahidol University					
Assumption University (ABAC)					
Thammasat University					
Chulalongkorn University					
Bangkok University					

6.2 Your friends have positive perception towards the university and are interested to join.

SCALE	5	4	3	2	1
UNIVERSITY					
Mahidol University					
Assumption University (ABAC)					
Thammasat University					
Chulalongkorn University					
Bangkok University					

PART II

1. What is your overall perception towards each university?

SCALE	Excellent	Good	Fair	Poor	Very Poor
UNIVERSITY	5	4	3	2	1
Mahidol University					
AssumptionUniversity (ABAC)					
Thammasat University					
Chulalongkorn University					
Bangkok University					

2. Do you have any recommendation of other criteria that should be considered for selecting a university?

PART III: PERSONAL DATA

1. Gender:

- ☐ Male
- ☐ Female

2. Age:

- ☐ Below 15
- ☐ 15-16
- ☐ 17-18
- ☐ 19-20
- ☐ Above 20

3. Nationality:

- ☐ Africa
- ☐ Asia – Oceania
- ☐ Americas (North & South)
- ☐ Europe
- ☐ Others: _____



